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ABSTRACT

This document summarizes research into early childhood education programs for 3- to 8-year-old children in Ontario. The document focuses upon the problems, priorities, and practices which characterize these programs. Two factors in Ontario prompted research into its early childhood education programs: public concern over rising educational costs; and differences between educational psychologists and child psychologists as to which childhood years are the most critical for establishing learning-to-learn skills. The investigators identified six research tasks: to enumerate all the presently operating programs for 3- to 8-year-old children living in Ontario; to examine program documents, government regulations, and guidelines relating to early childhood education; to develop questionnaires for obtaining data relating to priorities, policies, and practices governing the early childhood programs; to tabulate the data by optimal scaling techniques; to describe the data as they relate to the priorities, policies, and practices of early childhood education programs; and to draw conclusions relating to the issues in early childhood education. Information obtained from questionnaires relates to school board views, core curriculum development and use, special needs of early childhood education, special services, specific curriculum areas, leadership and staff needs, community/school relations, parent/school relations, teacher association views, and parent association views. In addition to summary and introductory chapters and questionnaire results, the document provides a description of various early childhood education programs, five case studies, conclusions, and copies of the questionnaires. (Author/DB)

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EARLY CHILDHOOD EDUCATION

Perceptions of Programs and Children's Characteristics

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Merl Wahlstrom

1 Summary

INTRODUCTION

This research attempts to summarize Early Childhood Education programs for 3-8-year-old children living in Ontario with a focus on the problems, priorities and practices which have determined the range and nature of these institutionalized opportunities for young children. A concern for the direction Early Childhood Education is taking in this province has surfaced because of developments in child psychology and public questioning of the rising costs of child care and education. There are two schools of thought which bring influence to bear on the provision of Early Childhood Education. The first group are the educational psychologists who maintain that the foundation for all later learning is established during the first five years of school; the second group are the child psychologists studying infant development who maintain that the first three years of life are critical for establishing learning-to-learn skills. Both groups agree on the importance of laying foundations in the early years of life; they disagree over which years are the most critical.

BACKGROUND AND RATIONALE

A combination of sociological and economic factors has created a great demand for Early Childhood Education programs. Currently, many infants, toddlers, pre-schoolers and school-age children are enrolled in care and educational programs outside the home; at the same time formal instruction of some of these children takes place in a limited bilingual and multicultural atmosphere. The range of opportunities for young children has evolved more by informal demand than by formal planning. The post-war period shows a sharp increase in the

number of pre-school children enrolled in day care, nursery and kindergarten programs. Between 1950 and 1978 day care spaces increased tenfold, with the subsidization scheme rising from 21% to 40%. After 1950, the separate school system began to follow the lead of the public schools in offering pre-grade-1 kindergarten programs for 5-year-olds which now register nearly 98% of eligible pupils. By 1966, the concept of junior kindergarten for 4-year-olds was being tested in both school systems and gained popularity with a limited number of boards in the 1970's. Classes are now provided for 35% of the 4-year-old population. Notwithstanding the availability of these programs for 4- and 5-year-olds in the schools, the demand for day nursery spaces did not cease, but continued to escalate. The private school's record of Early Childhood Education programs dates back officially to 1947 when Nursery or Junior Kindergarten, Kindergarten and Primary grades were offered for those who could afford the fees. There is little doubt that the full-day program of care and instruction was an attractive lure for the affluent. Significant increases are noted in Early Childhood Education services during the period 1947-67 in the private schools and those trends have continued during the last 10 years. These formal child care programs outside the home make up only a portion of Early Childhood Education services. Our findings revealed that approximately 60% of 3-, 4- and 5-year-olds are registered in these formal ECE programs. But when one looks at the private informal child care arrangements in the context 0-7-year-olds, the results of a recent study (Lightman and Johnson, 1977) show that 64% of 0-7-year-olds, that is, the majority, are cared for informally by a relative, friend or sitter in a private home.

The rationale which has supported the provision and expansion of Early Childhood Education programs in Ontario is based on the following premises:

1. compensatory programs for culturally disadvantaged children are more desirable than later remediation;
2. a program in an educational environment is enriching to a young child's total development; and
3. many parents and babysitters are unable to provide a stimulating environment for young children.

Research has documented the normal pattern of human development, the influence of the environment on development, and what constitutes a

stimulating environment. What remains uncertain is the extent to which a family, a community, a society or a government might contribute to the process of maximizing the development of each child, of each individual, and consequently enriching the whole of society. How then can the environment of Early Childhood Education be improved in this province? This study proposes a number of conclusions relating to Early Childhood Education issues arrived at after lengthy investigation.

METHOD

The approach to this study began with an exploration of the statistical tables available through the government ministries. The Ministry of Education and the Ministry of Community and Social Services showed the distribution of 3-8-year-old children and the areas of concentration of specific age groups. It was evident that the majority of these young children participate in school programs; at the same time, it was noted that approximately as many children are registered in day nursery and day care programs as are enrolled in school kindergarten classes. The lack of figures relating to informal private child care arrangements was noted. Preliminary discussions with educators and ministry personnel revealed the organizational structures which facilitate the delivery of Early Childhood Education services. School boards were viewed as the major decision-making level affecting the Early Childhood Education environment in the province's schools while the Day Nurseries Branch (Ministry of Community and Social Services) was perceived to be the co-ordinator and regulator of programs outside the school. A reaction from parents and teachers to the present trends in Early Childhood Education programs was desired to ascertain the relationship of program transactions and outcomes. An approach to representatives of school boards, parent groups, teacher federations, native and other ethnocultural groups was considered essential to obtain a perspective on the state of Early Childhood Education as it is perceived by these groups. The tasks of the researchers were as follows:

1. to enumerate all the presently operating programs for 3-8-year-old children living in Ontario;
2. to examine program documents, government regulations and guidelines relating to Early Childhood Education;
3. to develop instruments for the gathering of opinion relating to priorities, policies and practices governing the Early Childhood programs;

4. to tabulate the data by optimal scaling techniques;
5. to describe the data as they relate to the priorities, policies and practices of Early Childhood Education programs; and
6. to draw conclusions relating to the issues in Early Childhood Education from the data and the examination of documents.

Two major instruments were developed to monitor priorities, practices and policies in the delivery of Early Childhood Education programs. The first questionnaire (Appendix A) administered to 179 school boards and addressed to Directors of Education focused on the provision of services; the second questionnaire (Appendix B and Appendix C), addressed to 227 executive units of teacher federations and 27 parent associations, probed for a response to the Early Childhood Education services delivered. Accompanying each questionnaire was a letter requesting written materials (core curriculum documents, policy statements and guidelines) developed by the respondents for Early Childhood Education programs. A third instrument, a scheduled interview with a predetermined set of questions, was used to obtain the opinions of native and five major ethnocultural groups as they reacted to programs available to their young children.

DISTRIBUTION OF 3-8-YEAR-OLDS

A major question facing the researchers at the beginning of this study can be colloquially stated: Where are the 3-8-year-olds and what are they doing? From an examination of statistical Tables 6-14, the following conclusions were drawn:

1. approximately 60% of all 3-, 4- and 5-year-olds were enrolled in some formal Early Childhood Education program;
2. 35% of the 4-year-old population was enrolled in JK in 1977-78;
3. 98% of the 5-year-old population was enrolled in K in 1977-78;
4. Almost all 6-, 7- and 8-year-olds are registered in school programs;
5. 64% of child care arrangements for children between the ages 0-7 were provided informally in the private homes of a relative, friend or sitter (Lightman and Johnson, 1977).

The fifth conclusion was the result of a large study of child care arrangements in a major urban centre and it states one of the important conclusions relating to this study, that "day care centres--those arrangements about which we know the most--represent the tip of the iceberg.

The vast majority of children (0-7 years) are cared for in less formally structured types of arrangements" (Lightman and Johnson, 1977, p. 6).

The enrolment of 3-, 4- and 5-year-olds in formal Early Childhood Education programs in September 1977 was numerically distributed as follows:

Day Care Nursery School Day Nurseries	50,245
Junior Kindergarten (public, separate, private)	44,939
Kindergarten (public, separate, private)	125,314
Grade 1	140,396
Grade 2	138,200
Grade 3	132,701

Some 2½-year-olds and 6-year-olds are included in the day care, nursery and day nursery figures because the collection of data combines the age groups in this manner. Notwithstanding this minor inconvenience, it bears repetition to point out that the number of 3-, 4- and 5-year-old children enrolled in day care, nurseries and day nurseries programs slightly exceeds that number registered in Junior Kindergarten. This discovery led to an examination of the day care, nursery and day nursery programs with the intent of discovering the attractions of each. Suffice it to note here that those parents who need child care and are not able to choose or take advantage of a kindergarten program or supervised private home care register the child in one of few options.

PROGRAM DESCRIPTIONS

Day Care

Day Care Centre programs offer a full day of care, play, and nutrition, with opportunities to socialize and enjoy sensorimotor and imaginative play. These centres generally have more infants and toddlers than pre-schoolers. The Nursery School offers pre-schoolers a half-day of developmental activities in individual and group play, gross and fine motor development and social and verbal interaction between children and adults. The Day Nursery, a name which indicates the combination of services, offers both a full-day day care program and a half-day nursery program. The concept is a popular one because of its flexible

possibilities: it not only has a stable group of full-day attenders, but it can provide a half-day's care for children who attend kindergarten and provide a half-day nursery program for other children.

There are a number of alternative day care and day nursery programs distinct from the regular programs described above which have evolved in response to need. Supervised private-home care, as distinct from those private informal child-care arrangements made with relative, friend or sitter, is a day care service in a private home where there are five children or less. Unlike those private informal arrangements, these homes form a network of homes supervised and visited by a member of a Day Nursery staff and include children who receive a government subsidy. They are regulated under the Day Nurseries Act which stipulates a maximum of five children before a licence is required. They must satisfy the regulation that the number of children must not exceed two children under 2 years of age or three children under 3 years of age including the care-giver's own children.

The variety of day nursery programs in addition to the regular Day Nursery described above are as follows:

1. Laboratory program - a nursery program operated by a university, college, hospital or government centre and usually used by the employer for the field practice of its students;
2. Parent-participation (co-operative) program - a Day Nursery which provides parents with the opportunity to both join and observe their children and peers in play situations. Parent participation is generally mandatory to maintain the adult-child ratio and to contribute to the maintenance of the nursery;
3. Integrated program - a program which enrols normal and mentally handicapped children with a higher number of normal children in the group. The operation of such a centre rests on the conviction that children at a young age can grasp the idea that every individual deserves to be treated with dignity and consideration despite differences of race, colour or ability;
4. Developmental program - a program for mentally or physically handicapped children in conjunction with normal children. The handicapped children usually make up 75% of the enrolment and all are supervised by a special program teacher;

5. Montessori program - a prepared environment of play-like activities which emphasizes the importance of deriving educational practice from the child's natural interests. The program is a highly structured sequence of programmed tasks which moves through three basic stages: motor education, sensory education, and language education. Mastery of tasks in a play environment teaches an ordered approach to problem-solving and life skills;

6. Comprehensive program - a combination of care activities for school-age children who need supervision before school, at lunch and after class. A few programs provide half a day's care for children attending kindergarten as well as summer programs. Programs may be operated by parent committee within a school or co-ordinated by the municipal YM-YWCA with recreation groups. The latter are frequently referred to as FIRST BASE PROGRAMS;

7. Special Programs:

   (a) Language oriented - nursery programs offering a French, a Ukrainian or a bilingual atmosphere;

   (b) English as a Second Language - operating only twice weekly, free of charge, these nursery programs help non-English-speaking children to learn English in a play environment and promote the development of social skills and independence.

Kindergarten (Publicly supported Programs)

Opportunities for children to enrol in publicly supported Kindergartens are widespread while participation in Junior Kindergarten programs is limited by the number of available classes. A high percentage (98%) of eligible children enrol in the program for 5-year-olds. Thirty-five percent of 4-year-olds are registered in Junior Kindergarten programs. It remains to be determined if the 4-year-olds registered in JK programs are the maximum or minimum number who want the opportunity of attending JK.

(The results from the questionnaire to school boards (Appendix A) showed that financial constraints and the debatable value of JK ranked first and second respectively in the board's decision not to offer JK. Parental pressure ranked third.)

Both Junior Kindergarten and Kindergarten programs are scheduled with more flexibility than the regular grade program. JK and K children generally attend school every day for half a day's instruction. But some boards have scheduled classes on a different basis to reduce transportation costs. These options include full-day attendance every day and full-day attendance on an alternate-day basis.

Junior Kindergarten and Kindergarten programs offered in schools are largely a result of individual teacher's planning. The Ministry of Education has provided guidelines of aims and objectives for the primary (JK-3) and junior (4-6) division in *The Formative Years*. The document *Education in the Primary and Junior Division* is a support document which outlines the philosophical approach which permeates each subject area. Although these documents are intended to provide direction for JK and K teachers (a footnote, p.3, indicates this technicality), most responses to the questionnaire to school boards indicated a desire for separate Ministry of Education guidelines for the kindergarten years. The onus has been placed on school boards to develop core curriculum documents for programs offered in the boards' schools so that programs reflect the needs of individual communities. Bearing in mind that 95 (53%) of the 179 boards responded to the questionnaire and that only 55 of these respondents completed the JK sections, indications were that very few documents were developed at the JK level. Less than half of the boards (35-40) responding to our questionnaire indicated core curriculum documents developed for Kindergarten and the grades specifically in Language Arts and Mathematics. Half of the Kindergarten and the grade teachers are fortunate to have program books while the other half are discontent with the lack of guidance. Many JK and some K teachers appear to be implementing programs with little more than their own resources to go on. Most are required to write a yearly set of long-range plans to outline goals and objectives to be accomplished. It is evident from the questionnaire results that more specific direction is desired from the Ministry of Education in curriculum planning at the JK and K levels.

What is the nature of the JK and K programs as outlined in the eight core curriculum documents examined? The documents studied had all been completed within the last five years with the exception of one which has been revised within the same time span. Therefore these

documents are judged to indicate the recent innovations which have taken place at this level. The term "kindergarten" (small k) will be used generically to imply that much of what is said about JK applies to K as well. A clarification of the 5-year-old K program will be included later.

The traditional kindergarten program provided a play period, circle time, an arts-crafts session, a time for rhythms, songs, poems and a story. Teaching was done during circle time when certain reading readiness activities were taught to the whole group. Socialization and the development of language were the most important goals. When JK was first introduced, the same traditional approach was applied to the JK program. However, the purpose of kindergarten (JK and K) as it is viewed today has been put into a fuller context by the Canadian Education Association: to enable the child to have a sound program in social and physical development with continuous progress in language and creativity so that the child's mental and emotional development is promoted. The program books examined provided a philosophy of kindergarten which may be stated in the following points.

1) The kindergarten must be an enjoyable place for the child as feelings are important to learning;
2) Children need opportunities to learn by sensory experience and first-hand investigation;
3) Children at this level develop best through play activity. Play provides sensori-motor experiences, permits interaction with peers and teacher, includes organizing new material in relation to old concepts, stimulates questioning, observation, application of new concepts and promotes the development of language in an informal atmosphere;
4) Learning activities must match child development in the physical, cognitive and affective domains.

The preparation of the kindergarten program requires thoughtful planning by the teacher and knowledge of the children's abilities and learning styles. R. W. B. Jackson comments that the trend towards individualization and non-gradedness in the classroom, rather than making life easier for the teacher, places a premium on the teacher's role because he/she must evaluate each student according to the student's style of learning (CODE Interim Report 1,1978). The kindergarten teacher plans an activity program around a variety of interest centres, e.g., Home Centre, Sand Box, Library Nook, Science Centre, Construction. During an activity period (approximately 1 hour) the majority of children

work at the centres enjoying and attempting tasks. Children are at different stages of development and reflect this in their level of activity. They pass through phases of manipulation, representation, and symbolism in their exploration of media and experience. The final stage, in which the child understands that a real object can be represented by a spoken word, gesture, picture or the printed word, unlocks many new avenues of learning. These stages form a continuum of development as the child progresses through JK and K and the grades.

Much of the subject content of JK and K is funnelled through the activities and experiences in the activity centres. An informal (not unplanned) approach to the Arts (language, literature, physical education, music, art, drama) and the academic subjects (reading, writing, science, mathematics and social studies) is the practice in most JK and K classes. Trips outside the kindergarten, first-hand experiences and the techniques of audio-visual aids all contribute to providing a rich environment for young children. The interaction of the teacher and child or small group is particularly important in the informal atmosphere of kindergarten. A teacher's approach to a child at play is a very important factor in the child's development as good questioning nourishes intellectual growth and problem-solving develops the child's reasoning powers. Core curriculum documents do not specify one approach in preference to another as individual teachers have individual styles of teaching; documents seem to overlap in the roles they promote for JK-K teachers. According to Corbett (1968), JK and K teachers view their role of interaction with the child in three different ways. The first group thinks of the teacher as a guide, one who leads the child to more complex levels of activity. The second group views the teacher as director, one who tells the child what to do in relation to preplanning. The third group views the teacher as architect of a pre-structured setting of interest centres but who endorses a completely free play environment. No one style of teaching seems to predominate. A minority group of progressive educators resist the emphasis on pre-planned schemes.

The kindergarten program for 5 year olds continues on the same philosophy developed for 4-year-olds: the natural enjoyment of play matched to increasing competencies. However, 5-year-olds are generally physiologically and neurologically more capable than 4-year-olds and are, therefore, ready for increased challenges in programming.

Examination of program documents for 5-year-olds matched the characteristics of 5 year-olds in that language development, fine-muscle control and ability to plan and take responsibility in groups was slightly more emphasized. Some importance seemed to be placed on providing opportunities for the child to think logically as facility with language and the ordering of ideas develops. More time is spent in individual and group activities while less time is set aside for large-muscle development. The role of the teacher continues to be one of interaction with individuals or small groups where he/she helps to solve problems, pose chalienges, stimulate vocabulary, encourage planning or investigate concepts during the activity period. Large blocks of time in the scheduling of a kindergarten program offer a balance of activity and quiet pursuit of tasks. As in JK, subject content is funnelled through the interest centres and group activities. The activity approach to JK and K provides opportunities for all children to do things, to create, to solve problems and to get along regardless of their stage of development. No child sits waiting for teacher direction; he keeps learning through activity.

The concept of "family group kindergartens" has come into use in one large urban centre for two reasons: 1) as a response to declining enrolment and 2) as the choice of principals and teachers who feel that a mixed age group of children benefits all children. The family group sometimes spans JK and K and in other circumstance K-1-2. In the original British plan of family grouping, children remained with the teacher for three years. Thus promotion in June was not the goal that it is in our grade system. The Ontario application does not generally permit the original idea to be fully implemented, but the concept is receiving support from some groups.

The Grades

The trend in Ontario has been toward the more individualized child-centred approach in grades 1, 2, 3. A better understanding of child development theories and of the philosophy of individualization and continuous progress begun in JK-K has brought about this change. *The Formative Years*, the Ministry of Education's guideline for the primary division, promotes a child-centred program. The educational process for the child in grades 1, 2, 3 begins with concrete experiences

moving through mastery of the situation towards skill acquisition. At the same time the child makes decisions, sees consequences and learns to take responsibility for his/her actions, thus learning social behaviour. At different rates children move from the dependence on concrete realities to more abstract concepts. Goals and objectives for specific grades are difficult to endorse because children's competencies develop at a different rates. The child-centred approach to the primary grades has promoted this philosophy in curriculum expectation and goals for the primary division. The goals in the specific subject areas of mathematics, communication, drama, music, visual art, physical education, health and science are outlined in *The Formative Years* and in the curriculum documents of the school boards. The guidelines place importance upon the development of a personal value system that respects the integrity of the individual, recognizes responsibilities to society and acknowledges Canada as our country.

Special Education

Children with physical, intellectual, communicative, social or emotional deficiencies have great difficulty coping in a regular class and thus special services are provided for them. Classes enrol 10-15 students and operate in such a manner as to be totally segregated or partially integrated with a regular class. The approach in these classes is child-centred as in other ECE programs. A school board's financial capability is usually the determining factor in the number of special classes and services provided. It is estimated that 10% of school students need these services to some extent. A number of school psychologists in the past have been reluctant to test 4- or 5-year-old children who are showing particular difficulty in coping with a regular program because of the dangers of giving children a negative label at such an early age. The practice is being reconsidered and discussion is turning to Early Identification and Screening techniques.

Hospitalized and Homebound Education Programs

It is a school board's responsibility through its Special Education services to provide an education program for children who are unable to attend school for extended periods of time because of injury or illness. An important function of the programs is to ensure continuous progress and prevent the child from developing a feeling of being far behind in classroom programs. Programs are adapted to individual children depending on short-term or long-term needs. Terminally ill children are also served so that a child receives the supportive feeling of participating in the world around him/her.

French Language Schools

The Ontario government has long recognized the rights of the Franco-Ontarian segment of the population. It provides schools in which the major part of the day's instruction is given in French. A limited program in written and oral English is also part of the curriculum.

French as a Second Language

Instruction in French as a Second Language for older children has been available in Ontario since 1854. The present-day programs with emphasis on speaking and understanding oral French have replaced the pre-1960's methods which stressed written acquisition of the language. Three types of French programs are offered to English-speaking students: core, extended and immersion. The respective duration of time spent in instruction varies from 20 minutes to 40 minutes to one-half or more of the day. These programs are available in JK through the grades, with a large number of children participating.

Private Schools

The demand for ECE programs in private schools has not diminished with the reality of declining enrolment. Statistical tables show that JK and grade 1 are key years for enrolling children in privately-funded programs. The environment of ECE provided in these institutions is in part affected by the purpose for which the school was established. There are three categories:

1) those of specific religious perspective

2) those which emphasize educational excellence

3) those which offer an educational alternative

It appears from our research that the latter group, the schools offering an educational alternative, are being supported by a strong minority group of parents, e.g., Montessori schools, Waldorf Schools, Froebel schools. These schools differ philosophically from the traditional public school in offering different curricula, methods and priorities. Some endorse individualized programming while others are more traditional in approach. Some encourage parental involvement or offer extended hours of care before 9 and after 4.

Publicly-supported Alternative Schools

There now exist six elementary and seven secondary alternative schools receiving public support from a large metropolitan school board. A few of these schools were originally privately-supported but were threatened with closing because of finances. These schools work within the scheme of the board's financial budget, and are supervised by a board supervisory officer. Each alternative school is responsible for program development and has a unique identity and approach to curriculum within Ministry of Education guidelines.

The Case Studies (Native and Other Ethnocultural Groups)

Two important groups in the 3-8-year-old child population of Ontario are those of native ancestry and those of other ethnocultural origin. The Ontario government has recognized the make-up of the province's schools by providing resource guides to support cross-cultural studies. This study approached representatives of the groups' associations to ascertain their position on the ECE programs available to their children. Each case study is a documentation of these reactions. Each group reiterated the need for teacher training and in-service programs to prepare teachers for instruction in a multicultural setting. Teacher representatives of native and ethnocultural groups were desired in school staffing. The idea of school boards building multiculturalism into the curriculum was pointed out. The groups emphasized the need for books used in the school to be chosen because they present an accurate picture of life in other cultures and for the development of

multicultural resource materials.

Over 52,000 children of native and other ethnocultural origin are now taking advantage of the Heritage Language Program provided by school boards. Instruction takes place in 30 languages other than French or English. It was learned that such programs create a new bond between parent and child and engender more interest in school activities for parents who generally feel hesitant about their contribution to the school environment.

ISSUES EVIDENT IN THE QUESTIONNAIRE RESPONSES

Questionnaire to School Boards (Appendix A)

Of the 179 school boards surveyed, 53% completed and returned the questionnaire. Of these, 35% were from the Separate School system and 51% were small boards (under 8,000 pupils). The following trends were noted in the responses:

1) Core curriculum development at the JK level is at a developmental stage according to the 55 boards who completed the JK section. In K and the grades, 50% of the responding boards stated that documents are completed in Language and Math.

2) The core curriculum documents are most frequently a framework around which teachers develop units of work. Some indicated that these program books serve the double or triple purpose of being a table of minimum competencies and units of detailed activities.

3) Most boards rely on committees made up of principals, teachers and consultants to formulate curriculum documents. Those consultants involved in the task were mainly those responsible for kindergarten and primary division.

4) The desire for a document similar to *Education in the Primary and Junior Division* was desired for JK by 47% of the boards while 61% wished guidelines for K.

5) More specific direction in the objectives set out in *Education in the Primary and Junior Division* was repeatedly noted.

6) Half of the boards want guidelines formulated in Canadian Studies, Morals and Values, Family Life and JK programs for use in ECE programs.

7) The previous conclusions indicate that a) there is a great deal of confusion over roles for curriculum development: boards wish more specific direction while the Ministry of Education promotes a policy of developing core curriculum at the local level to suit the needs of local communities; b) the process of core curriculum development is time-consuming; c) those who have prepared the core curriculum have done so with Ministry of Education guidelines.

8) The goals which the boards deemed important for ECE reaffirmed that the individual child in the classroom is the reason for Ontario's schools. Top priority was given to the development of a child's good image as a person and learner. The goals of socialization and learning skills preparatory to formal learning ranked only marginally lower.

9) Priority in financial spending for ECE programs was given to transportation. Those ranked in descending order of importance were: an adequate adult-child ratio, the availability of remedial teachers. One-third of boards rated <u>other</u> priorities in financial spending. The other priorities included provision for in-service development for teachers and special services for young children.

10) A small number of boards indicated that priority in spending, if extra funding were available, would be funnelled into the special interests (the "other" category) noted in No.9. These other provisions reflect the areas which are seen by some boards to require additional financial support. The respondents rated these provisions higher than any presented options in the respective categories: facilities, personnel and improved services. A larger group of respondents registered the presented options.

11) The general trend as indicated in the statement of priorities puts an emphasis on improving existing programs before adding new areas. Day Care is rated as a low priority while early identification and screening, teaching English as a Second Language and Special Education programs and Resource Centres are rated highly.

12) Endorsement for funding of special ECE programs and services showed that Library resources and French in grades 1, 2 and 3 had received the largest financial support.

13) One half of the boards stated that they provide monthly funds of up to $50.00 to teachers for purchasing concrete materials. Other boards stated that they used different arrangements of distribution of monies.

14) The grades received higher priority for Special Education services than JK-K. At the younger level, the provision of consultant services ranks first.

15) The approaches to the teaching of Reading rated by the boards show that a Language Experience approach is preferred in the kindergarten years while the basal reader holds priority in grades 1, 2 and 3.

16) The majority of boards expected formal and informal Reading to begin in grade 1 while K was thought to be the time to begin Reading Readiness.

17) Probing the extent to which French programs are offered (regular, extended and immersion) many boards indicated that they <u>do not</u> offer these programs. Extensive French programs (more than 40 minutes) are provided by 16 boards at the K level and 28 boards in the grades. The current enrolments in these programs indicate a more accurate picture of French instruction for English pupils (see Table 38).

18) Priority in expanding French immersion programs was moderately desired at the Primary level. A stronger sentiment was given to expanding the regular program (20-40 minutes).

19) Fifty percent of responding boards accommodate non-English-speaking pupils by using English as a Second Language classes and special teachers.

20) One third of responding boards stated that a Heritage Language program is offered. Nearly half indicated that some form of Cultural programs were supported. The Ministry of Education reported that approximately 52,000 children are in Heritage programs, a much larger count than our data project.

21) In the boards' responses to Physical Education programs, classroom equipment rated the highest priority at the JK-K level while the use of a gymnasium was highest in the grades. Itinerant Physical Education teachers were rated lowest in both levels.

22) Only 30% of responding boards offered JK programs. Half these boards indicated the classes were available on a very limited basis and the other half offer the programs extensively through the schools.

23) The major limitations to establishing JK as stated by 55 boards responding to JK sections were 1) financial constraints, 2) the debatable value of JK and 3) parental attitudes. It is important to note that the debatable value was rated a stronger deterrent than parental attitudes, that is, trustees' and administrators' attitudes had more influence than parent pressure. In the large number of small rural boards answering the question the provision of transportation would have made this program more costly than for larger urban boards. The lengthy periods spent on buses for young children in rural areas is a further deterrent.

24) Most boards do not wish to provide Before-and After-School Programs, but would support efforts to organize special athletic and enrichment activities

25) In the selection of supervisory officers and principals, the ability to work well with children and the community rated highest. Special training in dealing with young children received more emphasis for principals, but not more than competency in language particular to the area.

26) Boards recognized the need for in-service courses for ECE teachers before transferring to this level to have higher priority than more formal education or apprenticeship.

27) Support for leadership in ECE was seen to be provided through the roles of principals, superiors and consultants and the organization of workshops and professional days.

28) The leadership roles in ECE are mainly exercised by consultants and principals with support from other specialists in ECE.

29) Ten boards reported that no explicit incentives are offered to teachers to increase their professional competencies. A number of others (25% and less) noted salary, course tuition, leaves and attendance at conferences as incentives.

30) Boards meet the needs of kindergarten and primary teachers through the provision of workshops after a survey of needs. Sixty percent of the Boards have primary consultants to perform this task.

31) Boards see the role of primary consultant as multi-purposed. Visiting classrooms and providing workshops were the two most important functions.

32) The boards' policy for communicating the child's progress to the home is diversified. Parent visits and interviews are the most valued form at all levels with strong support for an open-door policy on visitations. The report card assumes higher importance in the grades than at the JK-K level.

33) The boards' views on their response to the community revealed little more than that boards are providers of space for meetings of an educational nature or recreational purpose. It appears that boards have not indicated any efforts in which they attempt to determine and respond to community need. Initiative is expected to be exercised by community groups.

34) Parents, community residents and teacher trainees rank highest in the boards' desire for non-professional participation in ECE programs.

Questionnaire to Teachers' Associations (Appendix B)

Of 227 teacher association units surveyed, 39 completed and returned the questionnaire. Such a low response precludes the making of general conclusions which could be used to present a representative sampling of opinion. Some general statements could be made but would increase the danger of misconstruing the facts. This section of the report (5) stands as a limited sampling of teacher opinion.

Questionnaire to Parents' Associations (Appendix C)

Of the 27 Home and School units addressed, five groups responded. The section illustrates a very limited range of opinion.

All responding groups (school boards, teacher associations and parent associations) were agreed on the issues central to this study that the prime goal of ECE should be to provide attention to individual student needs at the JK, K and grade level by offering a rich variety of programs in Ontario schools.

CONCLUSIONS

The investigation of programs and analysis of the data led to the formation of certain judgments and opinions. From those are drawn the conclusions of this report which can be highlighted here.

1) In the past Ontario's commitment to ECE programs has been fragmented. The government must commit itself to developing policy at the provincial level which puts a premium on children and children's programs. The government exercises a very visible leadership which could be directed towards a new public awareness and commitment to the welfare of our young.

2) There is a strong demand for programs for 3-, 4- and 5-year-old children and child care arrangements. Encouragement must be provided theoretically and financially to interest more care-givers in providing this service.

3) Supervised Private-Home care should be promoted for the care of infants and toddlers.

4) The proposed revision of the Day Nurseries Act should be imbued with a child-centred philosophy of ECE that is reflected in an atmosphere of rich interpersonal and developmental activities.

5) English as Second Language nurseries provide a valuable service. They might be expanded to provide daily stimulation of language.

6) Comprehensive day care for school-age children should be organized under a single jurisdiction. A Department of ECE encompassing education, recreation, health and cultural concerns relating to young children could help to remove some of the deterrents in planning programs for children.

7) Core curriculum documents examined for JK, K and the grades were a rich fund of resource literature and program guides for teachers. Many boards have no such program books for JK; half of the responding boards have documents for K, grades 1, 2 and 3. Those curriculum documents developed by various boards should be made available in a systematic way to the boards who have neither the expertise nor finances to develop such materials.

8) The role of the kindergarten (JK-K) and primary teacher is one imbued with extensive responsibility. If a premium is to be put on the role of the primary teacher, a new assessment of its demands must take place. The fact that the primary teacher continues to be laden with responsibility without any provision for support in planning shows a grave underestimation of the rigorous demands of putting into practice what has been described in the core curriculum documents.

9) i) The manipulation of the daily attendance pattern in JK and K programs (e.g., alternate-day attendance) may engender a frivolous attitude in pupils, parents and teachers towards the programs.

ii) The trend of implementing "family group kindergartens" should be studied.

10) Junior kindergarten and Grade 1 are the significant years for enrolling children in private schools.

11) The new attitude of some public school board trustees in permitting more pluralistic forms of education within the public schools and in permitting public support to alternative schools provides wider choices for parents looking for an educational alternative.

12) Each school board must endeavour to build multiculturalism into the curriculum in recognition of the multicultural nature of our global society.

13) Teacher training and in-service programs must prepare and sensitize teachers to the values of other cultures.

14) School books and library collections must reflect an accurate picture of various cultures and of the native and ethnocultural make-up of the Ontario population.

15) Incentives should be provided for the preparation of resource materials needed for cross-cultural studies.

16) Teachers of native and other ethnocultural background should continue to be recognized in the hiring procedures of boards in largely ethnocultural communities.

17) The Heritage Language program creates a new respect between child and parent and school which should be utilized.

2 Introduction

OVERVIEW

The context of this investigation is the variety of programs available in Ontario for the care and education of children 3-8 years of age and the characteristics of the children involved in these programs. The programs under investigation are generally educational and quasi-educational in nature. The descriptive process shall focus on 1) the number of children involved, and 2) the day-to-day practice in these centres for young children. No attempt shall be made to judge the quality of the environment provided. The program descriptions attempt to present a manual of all types of programs in operation as of October 1978 for normal healthy children living in Ontario. Some infants, toddlers and handicapped children are also enrolled in these programs but description of programs for these groups was not part of the research scope.

The characteristics of 3-8-year-olds differ markedly. Very few statements can be made about the characteristics of children involved in these Early Childhood Education programs without support of systematic research or the inclusion of psychological information for each age group. We know generally that children vary in background (economic, ethnocultural, religious and language fluency) and ability. Some programs are purposely designed to reach children with short-term or long-term disadvantages, e.g. non-English-speaking and handicapped children. A few programs are set up with the specific purpose of offering alternate challenges: language immersion and alternative curriculum programs. Therefore, the procedure of this research in documenting children's characteristics shall be one which will note the general characteristics of children in relation to the program

enrolment. The research did not investigate the wide range of backgrounds and abilities of all children in all programs.

The task of gathering the information began with an examination of statistics from the Ministry of Education and the Ministry of Community and Social Services to establish the numbers of 3-8-year-olds in programs under provincial jurisdiction. Approximately 56,000 3-8-year-old children are in Ministry of Community and Social Services programs while the number under Ministry of Education supervision is more than 10 times greater. However, the groups of 3- and 4-year-olds enrolled in programs of both ministries are almost equal. Since the research was specifically concerned with the 3-8-year-old age group and since programs for the majority of these children are conducted in schools, a decision was made to approach school boards by way of a questionnaire (Appendix A) to establish

a) the present state of programs (curricula, facilities, personnel) provided for 3-8-year-olds, and
b) the desired state of programs to be provided for 3-8-year-olds.

The questionnaire (Appendix A), addressed to the Directors of Education in Ontario having jurisdiction over elementary schools, sought to determine each board's reaction to a) the Ministry of Education guidelines for the Primary Division (JK-3), and b) the priorities exercised in financial spending in all matters (program development, personnel selection and leadership responsibility) relating to the Early Childhood years. A second questionnaire (Appendix B and C) with few modifications was sent to the local executive of teacher federation units and parent-teacher associations to provide a comparative viewpoint. Responses to the questionnaires are outlined in Section 5. An appeal for core curriculum documents and policy statements relating to Early Childhood Education, developed by the respondents, was included with both questionnaires. Since the response to that appeal was almost negligible, a further investigation of the Curriculum Reference Library (OISE) and the submissions to the Commission of Inquiry into the Education of the Young Child provided the researchers with core curriculum documents which were illustrative of the major geographical divisions of the province. An examination of the documents provided the base for the descriptions of the Junior Kindergarten and Kindergarten programs, Section 3.

The help of the Modern Language Centre (OISE) was solicited to obtain a perspective on programs offered in French. A review of present practices relating to Special Education is outlined.

The information on Day Care and Day Nurseries was provided by the Day Nurseries Branch of the Ministry of Community and Social Services and the Ministry of Culture and Recreation. Nursery programs under the two jurisdictions seem to operate exclusively of each other. Both ministries are presently in a process of evaluating the services provided and writing a more up-to-date philosophical basis for their programs. The information on private schools and alternative schools was obtained from many different sources: The Ministry of Education statistics, the Ontario Association of Alternative and Independent Schools, briefs to the Commission of Inquiry into the Education of the Young Child, a large metropolitan school board funding public alternative schooling and a series of telephone interviews with private schools in the Metropolitan Toronto area.

It was also imperative to approach leaders of native Canadian and other ethnocultural groups since children of these groups make up a high percentage of the school population and since the policy of multiculturalism has been endorsed federally and provincially. A series of interviews with leaders of these groups resulted in the Case Studies, Section 3. The task then of gathering the existing material relating to Early Childhood Education (opinion, policy statements, and curriculum guidelines) was carried out and the results are reported in Sections 3, 4 and 5 of this project. In collecting and preparing the information for this study, the researchers detected changes, noted trends and formed opinions regarding the practice of ECE in Ontario. These judgments are translated into the Conclusions (Section 6) which the authors view as issues significant to the direction of ECE as it will be practised in Ontario.

In conclusion, it should be stated that the researchers met with co-operation from the Statistics Branch of the Ministry of Education, the Day Nurseries Branch of the Ministry of Community and Social Services, the Multiculturalism Branch and the Citizenship Branch of the Ministry of Culture and Recreation. A regrettable omission is the lack of data for the number of 3-8-year-olds participating in the Heritage Language Program since a table showing age enrolment in classes was not available from the Ministry of Education at the time this report

was prepared. School boards' response in completing the questionnaire (Appendix A) was most successful; unfortunately, seasonal adjustments may be the key factor which caused such a low response from teacher and parent groups to the second questionnaire (Appendix B and C respectively).

TERMINOLOGY

Many terms assume a variety of meanings in the area of Early Childhood Education and thus require definition. The following list may be helpful to the reader in understanding the context and explicit meaning intended in this report.

Early Childhood Education (ECE) - programs of care and/or instruction for 3-8-year-old children. Two important distinctions are made when referring to ECE:

i) Informal Child Care - those arrangements for baby-sitting in which the care is provided by a relative, friend or neighbour in the child's home or that of the caregiver.

ii) Formal Programs - those arrangements of care and/or instruction conducted in a Day Care Centre, Nursery School, Day Nursery, private or publicly-supported school.

The Primary Division - the division of the organization of an elementary school comprising Junior Kindergarten, Kindergarten and the first three years of the program of studies immediately following Kindergarten (*Education in the Primary and Junior Division*, p. 3).

The Grades - grade 1, 2 and 3.

Formal Reading - instruction in all the skills relating to unlocking, understanding and writing words. The approach may be experience based and individualized or follow the progression of a basal reader.

kindergarten - a general term referring to the continuum in programs for 4- and 5-year-olds.

Kindergarten (K) - the program for 5-year-olds. A few boards refer to this program as Senior Kindergarten.

Junior Kindergarten (JK) - the program for 4-year-olds.

Pre-Kindergarten - the usage of this term is confined to the questionnaires (Appendices A, B and C) and means any program which predates the 5-year-old Kindergarten program. Generally, the term is synonomous with Junior Kindergarten.

Core Curriculum Documents - the program books compiled by individual school Boards which set out the goals, skills and sometimes the progression of ideas in specific subject instruction. Because the Kindergarten programs embody an integrated approach to subject instruction, the specific subject areas become secondary to the play activity environment which each program describes.

HISTORICAL VIEW OF PROGRAMS

The history of Early Childhood Education in this province (Fleming, 1971) began in 1882 with the introduction of the Kindergarten for 4- or 5-year-olds. The philosophy of Kindergarten originated with Friedrich Froebel in Germany. The government of Ontario established itself in the forefront of education by its unprecedented support of public school Kindergartens in the 1880's. The goal was to offer the 5-year-old child a preschool experience which would act as a readiness program for grade 1. The plan differed decidedly from that which Froebel had in mind. Froebel's ideas (Corbett, 1968) were not limited to 4- and 5-year-olds nor to one or two years of child development segmented by grades. Rather, he defined a system which would allow the child to move through the foundation years, "the Kindergarten" between the ages of 3 and 7. There the child would be nurtured by teachers (Kindergarteners) who would guide his/her development for the four-year period; in a small group he/she would be able to interact with younger and older children. But the public school Kindergartens as they evolved could offer only a diluted version of Froebel's vision. Undoubtedly the idea of a one-year program which would help children adjust socially to other children and accustom them to school routine was helpful in preparing them to settle down to the business of grade 1. Many thought of the Kindergarten program as a frill of the education system.

The growth of demand for preschool programs is evident in the post-war figures. Table 1 indicates a fivefold growth spurt in Kindergarten (K) classes in the public schools between 1945-69. Table 2 indicates that K enrolment in the separate (R.C.) schools for the same period multiplied 133 times. The growth of the Junior Kindergartens (JK) is

Table 1
ENROLMENT IN PUBLIC SCHOOLS (1945-1977)

YEAR	JK	K	1	2	3	4	5	6	7	8	9
1945-6		24,389	61,374	53,662	49,328	48,543	50,339	48,612	46,075	47,081	-
1950-1		37,416	-	-	202,408	-	-	166,543	49,346	45,441	-
1955		57,022	96,339	91,229	91,685	76,529	67,163	65,189	65,067	59,338	612
1956		61,341	97,179	92,173	89,500	85,696	79,099	67,351	64,901	61,874	381
1957		67,685	101,479	94,028	90,829	86,274	88,637	79,388	67,862	62,457	547
1958		71,896	107,041	96,423	91,692	86,469	88,622	87,593	79,823	65,441	378
1959		75,057	109,972	101,798	93,910	87,165	88,649	87,724	87,767	76,384	281
1960		77,479	113,007	104,476	98,376	89,293	89,296	87,994	88,596	84,158	247
1961		80,116	113,269	106,627	100,953	93,529	91,376	88,863	89,611	85,132	318
1962		82,745	114,929	107,050	103,104	96,240	95,559	90,830	90,072	86,439	327
1963		85,823	117,165	108,961	104,124	98,731	98,525	95,021	92,166	87,168	661
1964		88,677	119,433	110,230	106,226	99,833	101,078	98,553	96,928	89,247	344
1965		92,831	121,752	112,371	107,448	101,674	102 455	101,135	100,203	93,586	83
1966	3,184	92,925	124,405	115,517	110,352	104,326	104,517	103,108	103,571	97,672	55
1967	3,736	97,557	125,120	117,385	112,889	107,575	106,774	105,124	104,779	100,773	13
1968	5,011	101,863	124,240	117,971	114,264	109,595	109,324	107,010	106,246	102,372	25
1969	7,099	109,815	123,804	117,726	115,076	112,257	112,156	110,489	108,662	103,839	24
1970	9,199	103,633	121,801	117,390	115,377	112,900	113,482	111,788	111,283	105,984	15
1971	10 837	95,978	113,032	115,771	114,629	112,853	113,106	113,027	112,770	108,461	-
1972	20,406	91,794	103,309	107,715	113,067	112,884	112,431	112,797	113,472	109,237	-
1973	22,467	89,974	97,929	98,482	104,876	111,578	112,180	112,161	112,962	109,819	2
1974	23,568	92,306	98,329	95,724	99,662	108,118	115,182	115,330	116,956	112,367	3
1975	23,519	95,004	98,636	92,164	91,650	95,985	103,760	111,606	113,136	109,140	-
1976	21,277	92,023	101,061	93,946	90,033	91,167	95,593	103,763	112,511	108,551	9
1977	21,181	86,875	97,708	95,559	91,099	88,600	90,573	95,341	104,713	108,216	16

Sources: Reports of the Minister of Education of Ontario (1945-51)
Special Education for 1974 is included in the enrolment by division and grade.

Table 2

ENROLMENT IN ROMAN CATHOLIC SEPARATE SCHOOLS (1945-1977)

YEAR	JK	K	1	2	3	4	5	6	7	8	9
1945-6		272	16,306	13,711	13,362	12,350	12,765	11,879	10,836	10,444	-
1950-1	-	2,281	-	-	52,209	-	-	43,469	11,935	10,824	-
1955	-	7,707	27,659	26,133	24,814	21,539	19,826	18,061	17,172	14,588	5,442
1956	-	8,339	30,014	27,413	26,781	24,200	23,442	19,547	18,294	15,833	6,118
1957	-	9,388	31,226	29,679	28,062	26,280	26,225	23,146	19,595	17,035	6,792
1958	-	11,017	34,880	31,567	29,582	27,689	27,677	25,996	22,972	18,313	7,542
1959	-	13,546	36,593	34,000	31,457	29,258	29,093	27,428	25,878	21,528	8,185
1960	-	15,714	39,284	35,621	33,469	31,410	29,947	28,813	26,764	24,103	10,053
1961	-	18,917	40,812	37,858	34,973	33,164	31,953	29,455	28,498	25,355	11,181
1962	-	21,580	42,305	39,646	37,034	34,639	33,825	31,354	29,273	26,975	10,472
1963	-	23,474	44,642	40,765	38,828	36,426	35,138	33,331	30,768	27,583	10,488
1964	-	30,493	45,723	43,178	40,211	38,222	36,971	34,317	32,986	29,276	10,480
1965	-	35,151	47,577	43,861	42,317	39,834	38,613	36,140	33,951	30,890	10,456
1966	100	37,795	48,934	45,887	43,414	41,774	39,944	38,067	36,066	32,454	10,313
1967	90	38,676	48,396	46,973	44,589	42,872	41,656	39,248	37,829	34,560	11,473
1968	9	39,921	47,253	46,872	46,059	43,911	42,371	41,173	39,054	36,490	10,289
1969	567	40,884	45,893	45,730	45,764	45,339	43,425	42,373	40,965	37,783	9,831
1970	3,490	38,143	45,290	44,985	45,111	45,233	45,031	43,215	42,309	39,904	9,818
1971	6,706	35,627	42,019	44,657	44,518	44,710	45,168	44,959	43,480	41,147	11,279
1972	11,501	34,218	38,783	42,027	44,854	44,349	44,824	45,198	45,107	42,159	11,600
1973	15,571	34,055	37,534	39,397	42,608	45,039	44,932	45,089	45,488	43,956	13,146
1974	18,716	35,851	37,793	38,418	40,823	44,017	46,275	45,893	46,468	45,175	15,259
1975	20,288	37,311	39,051	37,460	38,091	40,209	43,638	45,565	45,584	44,330	15,671
1976	20,579	36,868	40,239	38,674	37,734	38,406	40,326	43,983	45,834	44,195	15,573
1977	21,636	36,706	39,936	39,974	38,918	38,135	38,897	40,682	44,640	44,790	16,333

Special Education for 1974 is included in the enrolment by division and grade.

Sources: Reports of the Minister of Education of Ontario (1945-51)

not as easily analysed from the statistics. Table 3, the Ministry of Education's figures as of June 1, 1950, shows that there was a total of 890 children UNDER 5 enrolled in Kindergarten-Primary classes and grade 1 classes at the end of the 1949-50 school year. The fact that these children were still 'under' 5, that is, still 4 years of age in June when the figures were gathered, indicates they were barely 4 years old when they started in September. (These children would be candidates for JK today.) The conclusion follows that there were certain opportunities for 4-year-olds to attend school and that a limited number of parents approved of the idea. By 1966, the first official count of those enrolled in publicly-supported JK appears in the tables: Table 1 of the public school enrolment and Table 2 of the separate school enrolment indicates a total of 3,284 children in JK. By 1976, 10 years later, the children in JK numbered over 40,000.

The growth of day care in Ontario is outlined by Krashinsky (1977). The first government subsidies for day care were made available in 1942 during the war when mothers were freed for work in essential industries. In the following year, Ontario set up the Day Nurseries Branch (Department of Public Welfare) to provide programs that were developmental as well as custodial. The end of the war brought the end of government subsidy for day care, but a bitter protest of working women brought about the passing of the Day Nursery Act in 1946 which shared funding equally for the establishment of Day Nurseries between the province and the municipality. The licensing and inspecting of Day Nurseries occurred then for the first time. Krashinsky points out that by 1950 there were 5,476 children in licensed nurseries and approved homes of which 21% received a subsidy (p.33). Today 40% of 60,000 children in Day Nurseries are subsidized (See Table 13) according to the Director of the Day Nurseries (Ministry of Community and Social Services).

Private schools and nursery schools (associated with private individuals, volunteer associations and educational instructions) had been in existence in Ontario for some time for those who could afford the fees. The statistics, Table 4 (for private schools only) , show a growing interest in the provision of instituionalized private instruction and care after 1946. In the 20-year period 1947-60, enrolment in Nursery or JK (synonymous terms in Table 4) in the private schools increased fivefold while K tripled its pupil count.

TABLE 3

Age-grade distribution of enrolment, 1949–50

Age on June 1, 1950		Under 5	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+	TOTALS–SEX	TOTALS–GRADE	AVERAGE AGE	GRADE PER-CENTAGE
Kindergarten	Boys	332	6,514	5,387	90	12	1													12,336			
	Girls	330	6,373	4,889	68	8	1	1												11,670	24,006	5.4	3.2
Kindergarten–Primary	Boys	115	3,303	3,526	285	24	3	2												7,258			
	Girls	102	3,268	3,223	202	27	3													6,925	14,083	5.5	1.8
Grade 1	Boys	3	923	21,744	19,147	1,545	227	58	26	14	7	8		1						42,703			
(Beginners)	Girls	5	931	20,904	16,668	1,179	161	45	16	11	11	3	1	2						39,940	82,643	6.4	12.2
Grade 1	Boys		4	378	2,902	2,190	493	135	55	27	13	8	4	2						6,201			
(Repeaters)	Girls		1	289	1,740	1,202	247	79	24	15	7		1							3,605	9,866	7.5	1.3
Grade 2	Boys		1	512	17,206	18,325	5,055	1,391	362	137	55	30	7	2						43,086			
	Girls		1	909	17,925	15,800	3,030	667	186	62	29	13	3	2			1			38,678	81,764	7.7	11.0
Grade 3	Boys			8	801	13,517	15,476	5,457	1,877	706	272	111	41	1	4	2				38,273			
	Girls			12	1,283	14,739	13,639	3,371	1,035	274	103	36	16	7	2					34,517	72,790	8.8	9.8
Grade 4	Boys				16	1,351	11,901	13,167	5,684	2,323	914	322	116	30	5	1				35,860			
	Girls				30	2,050	13,532	12,132	3,573	1,249	395	164	41	6	3	1				33,205	69,066	9.9	9.3
Grade 5	Boys					30	1,829	10,474	12,551	6,012	2,753	1,129	390	88	8	2	1			35,267			
	Girls					78	2,682	12,335	11,535	4,105	1,593	526	177	38	2	1	1			33,073	68,340	10.9	9.2
Grade 6	Boys						69	1,786	10,004	11,495	5,913	2,899	1,047	242	21	3				33,479			
	Girls						74	2,403	11,725	10,719	3,994	1,561	537	129	14					31,356	64,835	11.9	8.7
Grade 7	Boys						4	81	1,727	8,607	10,188	5,622	2,821	730	58	3				29,808			
	Girls						2	128	2,728	10,584	9,555	4,108	1,579	349	28	3	1			29,065	58,873	12.9	7.9
Grade 8	Boys								115	1,547	8,013	10,120	5,939	2,160	216	15	8			28,433			
	Girls								174	2,877	10,125	9,934	4,313	1,250	119	11	1	1		28,835	57,268	13.8	7.7
Grade 9	Boys								2	144	2,084	7,260	8,153	4,249	1,196	160	29	6	3	23,286			
	Girls								12	247	3,101	9,262	8,351	3,092	569	95	7	1	1	24,738	48,024	15.2	6.5
Grade 10	Boys									6	189	1,847	5,662	5,591	2,679	701	101	10	11	16,797			
	Girls									7	299	2,853	7,800	6,065	1,847	228	28	5	2	19,184	35,981	16.0	4.9
Grade 11	Boys										4	120	1,312	3,599	3,677	1,542	450	47	17	10,768			
	Girls										8	170	2,130	5,021	3,492	802	130	23	15	11,791	22,559	16.4	3.0
Grade 12	Boys										1	5	86	1,033	3,129	2,738	1,121	283	83	8,479			
	Girls											5	167	1,635	3,991	2,619	670	126	39	9,152	17,631	17.4	2.3
Grade 13	Boys												2	67	841	2,167	1,901	746	203	5,927			
	Girls												12	124	997	1,860	1,002	204	61	4,260	10,187	18.3	1.3
TOTALS	Boys	450	10,745	31,555	39,447	37,014	35,061	32,551	32,403	31,318	30,373	29,481	25,580	17,795	11,834	7,334	3,611	1,092	317	377,961			
	Girls	440	10,574	30,226	37,916	35,113	33,421	31,361	31,008	30,150	29,220	28,635	25,128	17,750	10,964	5,670	1,841	360	118	359,895			
TOTALS		890	21,319	61,781	77,363	72,127	68,482	63,912	63,411	61,468	59,593	58,116	50,708	35,545	22,798	13,004	5,452	1,452	435		737,856		
PERCENTAGE – YEARS		.1	2.8	8.4	10.5	9.8	9.3	8.7	8.6	8.3	8.1	7.9	6.9	4.8	3.1	1.8	.7	.2	(.05)				

Bold face within table denotes ideal age spread.

SOURCE: Report of the Minister of Education of Ontario, 1950.

TABLE 4

PRIVATE SCHOOL ENROLMENT IN ONTARIO, 1926-1976

ACADEMIC YEAR BEGINNING	NURSERY OR JR. KNDGR.	KINDER-GARTEN	1	2	3	4	5	6	7	8	9	10	11	12	13	AUXIL.	TOTAL
1926		43	167	142	113	142	197	220	258	359	785	644	701	472	-	307	4,550
1927		72	191	150	155	216	291	290	326	424	667	582	674	392	-	322	4,752
1928		65	195	178	166	233	259	281	281	394	630	540	597	346	-	280	4,445
1929		43	104	142	92	123	202	163	263	317	589	542	674	344	-	209	3,807
1930		178	426	343	360	428	369	361	366	444	911	795	817	501	-	523	6,822
					ELEMENTARY								SECONDARY				
1931*					4,310								6,093			793	11,196
1932*					4,337								5,846			1,523	11,706
1933*					4,233								6,262			747	11,242
1934*					4,260								6,262			1,041	11,563
1935*					3,804								6,242			1,186	11,232
1936*					4,215								6,627			967	11,809
1938*					3,234								7,915			1,148	12,297
1940*					3,042								9,413			1,060	13,515
1942*					3,303								10,087			1,023	14,413
1944*					3,852								9,612			1,503	14,967
1946*					3,877								11,752			707	16,336
1947	214	378	598	492	485	538	584	624	756	826	2,344	2,240	2,203	2,120	1,381	803	16,586
1948	178	394	588	567	551	474	675	276	718	1,078	2,932	2,589	2,719	2,536	1,270	878	18,823
1951	150	561	516	488	499	610	596	620	653	819	2,950	2,667	2,726	2,441	1,560	717	18,573
1954	125	509	594	527	446	525	718	673	774	765	2,595	2,338	2,916	2,403	1,438	491	17,837
1955	113	390	498	498	494	511	554	665	732	848	3,380	2,881	3,312	3,002	1,626	646	20,150
1957	98	494	398	382	361	502	467	539	674	834	4,037	3,444	4,550	3,788	1,655	653	22,876
1958	125	491	419	383	370	498	424	555	703	859	3,875	3,493	4,796	4,105	1,828	818	23,742
1959	140	409	371	355	383	446	428	528	809	964	4,226	3,710	5,438	4,545	1,871	693	25,316
1960	157	508	372	363	370	423	403	496	810	963	4,276	3,709	5,596	4,885	2,193	651	26,175
1961	398	485	492	503	514	427	640	502	758	944	4,752	3,921	5,593	4,947	2,173	777	27,826
1962	331	535	487	510	562	484	631	608	795	973	5,285	4,692	7,455	5,821	2,529	760	32,458
1963	-	1,045	1,602	1,445	1,542	1,332	1,359	1,282	1,437	1,497	5,179	4,567	9,445	7,973	3,130	574	43,409
1964	-	610	1,699	1,655	1,489	1,603	1,506	1,430	1,629	1,520	4,487	4,004	9,223	8,133	3,801	843	43,632
1965	-	45	1,745	1,781	1,690	1,527	1,774	1,614	1,723	1,732	4,093	3,671	9,134	7,922	4,149	626	43,226
1966	992	934	2,041	1,799	1,823	1,683	1,669	1,787	1,830	1,742	4,606	4,016	8,646	7,859	3,956	689	46,072
1967	1,169	940	1,994	2,018	1,806	1,826	1,812	1,711	1,950	1,920	2,524	2,280	8,538	7,894	4,136	468	42,986
1968	1,168	971	2,078	1,932	1,942	1,790	1,851	1,829	1,891	2,028	2,146	2,038	8,077	6,998	4,264	601	41,604
1969	1,532	997	2,128	2,036	1,961	2,000	1,907	1,896	2,053	1,968	2,081	2,018	7,747	7,185	4,629	519	42,657
1970	1,462	1,017	2,224	2,126	2,139	2,060	2,163	2,046	2,308	2,188	1,982	1,896	7,703	6,927	4,778	1,097	44,116
1971	1,629	1,056	2,075	2,214	2,229	2,160	2,207	2,296	2,421	2,354	2,026	1,826	7,015	6,853	4,972	616	43,949
1972	1,487	1,010	2,071	2,062	2,221	2,250	2,277	2,360	2,572	2,480	2,229	1,875	7,406	6,896	4,897	733	44,826
1973	1,652	1,178	2,123	2,120	2,195	2,379	2,429	2,487	2,734	2,734	2,166	2,070	8,232	7,364	5,072	556	47,500
1974	2,183	1,536	2,238	2,207	2,251	2,348	2,622	2,632	2,901	2,826	2,497	2,240	9,153	7,939	5,322	545	51,440
1975	2,021	1,668	2,611	2,311	2,361	2,342	2,638	2,796	3,066	2,952	2,581	2,467	9,982	8,807	5,856	181	54,640
1976	2,027	1,808	2,656	2,577	2,386	2,398	2,582	2,759	3,254	3,109	2,800	2,580	11,591	9,593	6,379	180	58,679
1977	2,122	1,733	2,752	2,667	2,684	2,466	2,576	2,670	3,151	3,254	2,931	2,688	11,777	10,648	6,569	-	

Sources: For years 1926-36, Dominion Bureau of Statistics, Education Division, Annual Survey in Canada (1925-36), (Ottawa, Queen's Printer). For years 1938-47, Dominion Bureau of Statistics, Education Division, Survey of Elementary and Secondary Education, Catalogue 81-401 (Ottawa, Queen's Printer). For years 1949-62, Ibid, Catalogue 81-210. For years 1966-67, Ibid., Catalogue 81-215. For years 1963-65, 1968-76, Reports of the Minister of Education (Ontario).

By 1976, nearly 10 years later, enrolments in JK and K doubled again. The quiet evolution of nurseries both in private schools and in licensed facilities of the Day Nurseries Branch can only be judged by the impact of the figures. Table 4 shows that 214 children were registered in private Nurseries or JK when figures were first gathered (1947) by the Dominion Bureau of Statistics Education Division, and Krashinsky (p. 33) shows that 5,476 were in licensed nursery programs. Approximately 60,000 were registered in March 1978 (Table 5.1) in the licensed Day Nurseries and Day Care facilities under the operation of the Ministry of Community and Social Services. The nurseries or Junior Kindergartens of 30 years ago which satisfied the demands for day care or a stimulating environment have developed into a network of private and publicly-funded services which provide care and instruction for well over 100,000 children today. Ontario, therefore, had unknowingly embarked on a plan for Early Childhood Education which only at a later date would come into clearer focus.

Fleming (1971) notes two other significant influences which have helped to produce the opportunities which exist today for children between the ages of 3 and 8. The Royal Commission on Education in Ontario of 1945-50 recommended that a) local education authorities be permitted to establish nursery schools and classes for 3- and 4-year-old children, and b) that the full cost of the establishment and operation of such schools or classes be a responsibility of the local education authority. Fifteen years later, June 1965, then Education Minister W. Davis, speaking to the Legislature, conceded that the provincial government should perhaps take Early Childhood Education seriously. With the purpose of preparing such children to profit more effectively from regular grade work, he suggested that "training at this early level is of particular importance in the case of our young children who, through unfortunate circumstances, have suffered cultural deprivation and live in disadvantaged areas." There is little doubt, then, that the government of Ontario favoured public responsibility for pre-school education as opposed to the religious, private and voluntary groups who often made early education a privilege of the affluent. However, the main thrust was one which intended to remediate those children who are "culturally deprived", i.e., those whose culture is different from the predominant middle-class culture

of our society and its middle-class schools. Now we find that the Ontario government has moved a major step further in its efforts to improve Early Childhood Education for all future young residents of this province. In the speech from the Throne in the Ontario Legislature, February 21, 1978, it was announced that "Initiatives will be taken...to ensure that all school boards provide appropriate levels of service for all students within their jurisdiction, regardless of their disabilities and handicaps."

RATIONALE FOR EARLY CHILDHOOD EDUCATION

This research has been prepared to document the programs available for 3-8-year-old children living in Ontario as part of a more long-range audit of the Early Childhood Education field. Since all research is based on the generalization that an environment can be improved by providing the right opportunity, it is hoped that the knowledge gleaned from this research will be used to co-ordinate and improve the opportunities available for Early Childhood Education in Ontario.

Since a review of the literature merits a study in itself, it is appropriate for the purposes of this study to state the basic theoretical premises on which currently operational Early Childhood Education programs are rooted. In the area of early childhood development, research and documentation have established:

i) the normal pattern and pace of human development;
ii) the influence of the environment on development; and
iii) what constitutes a stimulating environment.

But what remains uncertain is the extent to which a family, a community, a society or a government might contribute to the process of maximizing the development of each child, of each individual, and consequently enriching the whole of society.

Early childhood development is a complex process involving the integration of the affective, social, intellectual and ethical components. Prevailing opinion strongly supports the position that early childhood development is far too important to be left to chance and many would not hesitate to say that it is too heavy a burden to be left only to parents and communities. Provision then of such opportunities is, in part, the responsibility of the home and, in part, the responsibility of society. The division of responsibility depends on a number of circumstances of which the most important may be the home's ability to cope with the assigned role.

The government of Ontario in the past has addressed itself to some extent to providing compensatory programs for the disadvantaged on the theory that early prevention is more desirable than later remedial treatment. This province has been in the vanguard of Early Childhood Education by its provision of day care (subsidized and unsubsidized), public funding of kindergartens for 4- and 5-year-olds, services for handicapped children, pre-natal and post-natal care, preschool clinics and nurseries for non-English-speaking children. A good deal of thought, energy and initiative has been contributed to programs for early childhood development by individuals as well as professional and citizen groups, e.g., Associations for Early Childhood Education, Parent Co-operative Preschool groups and the Day Nurseries Branch (Ministry of Community and Social Services). More input will be required as more is learned about these particular phases of human development. The total picture then of Early Childhood Education in Ontario is one which depicts a loosely knit assortment of opportunities for young children but without the co-ordinated continuity which comes from policy and planning at a provincial level. In short, opportunities for 3-8-year-old children in this province are fragmented. A number of government ministries are involved in providing children's programs; yet each Ministry seems to be unaware of the activities of the other. Many private groups are able to provide excellent opportunities for young children while others are without the expertise to establish a viable organization. A number of programs now in operation and doing well fall short on a number of counts: they do not serve the total population; they do not meet the full range of needs; and many cannot provide a fair wage to the caregivers.

The government of Ontario of the future may have to consider that it is the only agency with the power and resources required to co-ordinate opportunities, to fill gaps and to provide special support where support is needed. The provision of adequate opportunities for the fullest development of its young children should be one of the top priorities of any society. The International Year of the Child, 1979, was an appropriate year for the government of Ontario to exercise leadership by a public commitment at the policy level to the improvement of the lives of young children in this province.

3 Description of Programs (1978)

OVERVIEW

Section 3 describes each of the programs available to children 3 to 8 years of age living in Ontario. Under the specific headings of Day Care, Day Nurseries, Junior Kindergarten, Kindergarten, the Grades, French, Special Education, private and alternative school programs, the variety of programs developed in each category is described. For the purposes of clarification Table 5 shows the government Ministry having jurisdiction over each of the programs. Table 5.1 indicates the number of children enrolled in each program. A re-reading of the list of terminologies used in this manual may be helpful to the reader before studying Section 3.

A further point of clarification: while studying the core curriculum documents and writing the material for the Kindergarten (JK and K), the author met with some difficulty in the interpretation of the play philosophy method of teacher-child interaction as outlined in various documents. The difficulty is a source of continuous debate on how the teacher implements her role and approach to a child in a play situation. There is a general acceptance of the fact that good questioning nourishes intellectual development and that problem-solving develops the child's reasoning powers. But it is the practical application of this task in relation to planning which determines the kind of learning experiences found in the child's environment. Should the teacher have a preplanned purpose based on a thematic unit or does the purpose of the learning-play-situation evolve out of the child's activity? Some early childhood educators today would de-emphasize the role of planning for specific thematic units while others demand detailed sets of plans which show the progression of skills, goals

TABLE 5

PROGRAMS FOR 3-8-YEAR-OLD CHILDREN

Ministry of Education	*Ministry of Community and Social Services*	*Ministry of Culture and Recreation*
PUBLIC SCHOOL BOARDS:		
JK and K - Half day every day - Full day every day - Full day on alternate days - Other	DAY NURSERIES BRANCH Supervised Private-Home Day Care	ESL Nurseries (English Second Language)
Grades 1, 2 and 3	Day Nursery Programs - Regular - Parent participation	
French as Second Language	- Laboratory	First Base Programs (School-age day care)
Special Education	- Integrated - Montessori	
Heritage language programs	- Mentally handicapped	
Alternative schools	- Physically handicapped	
Schools for the deaf blind mentally handicapped physically handicapped		
R.C. SEPARATE SCHOOL BOARDS		
JK and K - Half day every day - Full day every day - Full day on alternate days - Other		
Grades 1, 2 and 3		
French as Second Language		
Ukrainian language schools		
Special Education		
Heritage language programs		
PRIVATE SCHOOLS		

TABLE 5.1
PROGRAMS AND CHILD ENROLMENT

Ministry of Education[1]

	JK	K	Gr.1-2-3
PUBLIC	*21,181*	*86,875*	*284,366*
SEPARATE	*21,636*	*36,706*	*118,828*
PRIVATE	*2,615*	*2,073*	*7,954*

Ministry of Community & Social Services[2]

DAY NURSERIES BRANCH

Private homes supervised *1,558*

Children subsidized in private homes *3,805*

Day Nursery Programs

2002	Regular: Infants	*798*
629	Parent participation: Toddlers	*1,649*
18	Laboratory: Pre-school	*15,543*
75	Montessori: Kindergarten	*4,702*
68	Mentally handicapped: School-age	*2,916*
10	Physically handicapped: Adolescents	*61*
67	Integrated: Mentally handicapped: - preschoolers	*1,229*
	- school age	*763*
	Physically handicapped	*685*

Ministry of Culture and Recreation[3]

ESL Nurseries (English) (English Second Language)
93 ESL nursery programs *560*

First Base Program (School-age day care)
25 programs* *490*

*(Figures available for Toronto only)

Statistics: [1]September 1977; [2]March 1978; [3]September 1978.

and techniques which the teacher will follow. The latter approach meets with strong resistance from some of the most progressive educators. Corbett (1968) makes a helpful distinction between methods of teacher-child interaction as it applies to methods used in kindergarten. She observes three particular trends evident in the way teachers of Ontario view their role in the kindergarten. The first group views the teacher in a guidance role, one in which she/he advises or leads the child to more complex levels of activity (Froebelian). The second group views the teacher as director, one who tells the child what to do in relation to preplanning. The third group promotes an environment of complete free play in a pre-structured setting of interest centres. This last, Corbett comments, has rarely been whole-heartedly endorsed in this province because of the traditional view that what is natural is not always good. Some practitioners might say that two or all approaches are compatible with the theory of play as long as teacher and child grow together. Most would agree that all programs build on activity because the child learns best by doing.

WHERE ARE THE 3-8-YEAR-OLD CHILDREN AND WHAT ARE THEY DOING?

Using the figures from Statistics Canada, the Ministry of Education and the Ministry of Community and Social Services, an attempt will be made to show the relationship of 3-8-year-old children participating in government-sponsored programs (Day Nurseries, Junior Kindergarten, Kindergarten and Grades 1, 2, 3) to the Ontario population of the same age. Table 6, which extracts and combines certain figures from Tables 10 and 11 for discussion purposes, provides a calculation of the total distribution of 1-8-year-olds living in Ontario.

Table 6
Population of 1-8-Year-Olds, June 1977 (Projection 1976)
(Statistics Canada)

	Residents	Immigrants	Population
1-year-olds	118,890	384	119,274
2	121,155	1,131	121,286
3	118,605	1,257	119,862
4	122,145	1,287	122,432
5	126,400	1,357	127,757
6	134,835	1,466	136,301
7	134,020	1,525	135,545
8	129,070	1,397	130,467

Table 7
Total Elementary School Enrolment in
Junior Kindergarten - Grade 3, September 1977
(Education Statistics,
Ontario, 1977)

Junior Kindergarten	42,817
Kindergarten	123,581
Grade 1	137,644
Grade 2	135,533
Grade 3	130,017

The total number of children enrolled in JK to Grade 3 in both public and separate schools has been extracted from Table 12.

The private school enrolment in Junior Kindergarten - Grade 3 has been taken from Table 4.

Table 8
Total Private School Enrolment in Junior Kindergarten - Grade 3 as of September 1977
(Education Statistics, Ontario, 1977)

Junior Kindergarten	2,122
Kindergarten	1,733
Grade 1	2,752
Grade 2	2,667
Grade 3	2,684

Those children enrolled in formal programs operated by the Day Nurseries Branch (Ministry of Community and Social Services) are evident in Table 9. The figures are found in a statement from the Director of the Day Nurseries, Table 13.

Table 9
Total Enrolment of Children in Programs
Supervised by the Ministry of Community and Social Services
August 1978

Infants (under 18 months)	798
Toddlers (1½ - 2½ years)	1,649
Preschoolers (2½ - 5 years)	45,543
Kindergarteners (5 - 6 years)	4,702
School-age (6 - 10 years)	2,916
Adolescents	61
Mentally Handicapped	
preschoolers	1,229
school-age	763
Physically Handicapped	685
Supervised Private-Home Care	3,541

TABLE 10

ONTARIO: DISTRIBUTION BY SINGLE YEARS OF AGE

1931-1976

Age	1931	1941	1951	1961	1966	1971	1976
Under 1	55,742	61,207	106,337	155,471	138,434	127,500	118,890
1	59,447	60,166	102,917	150,346	140,867	127,708	121,155
2	62,305	59,197	101,643	148,577	154,509	123,535	118,605
3	64,398	58,797	103,877	145,092	156,741	124,735	122,145
4	65,819	58,737	99,948	140,707	155,193	133,785	126,400
5	66,651	58,974	84,097	139,816	159,920	143,635	134,835
6	66,389	59,457	81,665	137,439	154,662	155,595	134,020
7	66,917	60,145	79,527	135,030	155,410	160,440	129,070
8	66,526	60,990	79,721	132,495	152,633	162,990	130,480
9	65,905	61,949	74,282	129,739	147,436	160,860	139,410
10	64,383	62,986	69,183	127,052	150,417	163,155	147,650
11	63,686	64,068	66,396	124,722	141,408	159,450	157,565
12	62,902	65,085	64,282	120,739	138,650	157,295	163,115
13	63,024	65,965	63,013	114,241	131,824	155,245	166,030
14	63,695	66,700	62,426	106,283	125,971	152,575	164,190
15	64,381	67,416	62,116	98,751	121,568	149,690	170,160
16	64,570	68,157	62,074	91,231	117,601	149,140	163,995
17	64,494	68,422	62,575	85,236	117,676	142,436	159,980
18	63,602	67,998	63,686	81,706	119,690	138,110	157,665
19	62,179	67,123	65,234	79,959	122,662	133,995	156,190
20	60,831	66,209	66,869	79,249	105,995	131,855	154,285
21	59,462	65,119	68,528	76,764	96,572	129,330	155,105
22	58,136	64,333	70,351	76,302	95,499	132,045	148,055
23	56,955	64,115	72,329	77,033	96,477	136,425	144,915
24	55,884	64,213	74,283	78,618	90,510	144,475	142,010
25	54,777	64,169	76,201	80,504	91,377	116,730	140,865

Source: Statistics Canada, Census of Canada - General Review

TABLE 11

Immigration to Ontario of Children Aged Eighteen and Under By Age Groups and Single Years of Age, 1969-1976

Age group/ single years[2]	1969	1970	1971	1972	1973[3]	1974[3]	1975	1976
0-4	7,490	6,793	6,322	5,546	7,860	10,230	8,437	5,416
0	671	602	463	487	507	663	522	384
1	1,695	1,594	1,246	1,241	1,677	2,001	1,714	1,131
2	1,763	1,599	1,239	1,319	1,933	2,428	1,909	1,257
3	1,714	1,452	1,212	1,286	1,869	2,564	2,138	1,287
4	1,647	1,456	1,162	1,213	1,874	2,574	2,154	1,357
5-9	6,833	6,152	4,999	5,320	8,179	11,776	10,386	7,177
5	1,639	1,363	1,063	1,137	1,832	2,569	2,212	1,466
6	,512	1,371	1,076	1,149	1,712	2,448	2,188	1,525
7	1,361	1,213	1,042	1,095	1,644	2,350	2,000	1,397
8	1,213	1,158	930	1,007	1,540	2,265	2,005	1,412
9	1,108	1,047	88	932	1,451	2,144	1,981	1,377
10-14	4,362	4,078	3,556	3,757	5,860	8,684	8,450	6,147
10	994	994	805	916	1,346	2,047	1,851	1,388
11	985	857	737	802	1,285	1,815	1,827	1,270
12	910	830	716	740	1,168	1,688	1,692	1,238
13	747	713	641	669	1,053	1,517	1,572	1,136
14	726	684	657	630	1,008	1,617	1,508	1,115
15-19	4,460	4,125	3,476	3,663	5,731	6,558	5,958	4,374
15	713	647	623	618	981	1,412	1,441	1,067
16	863	818	656	730	1,163	1,433	1,371	1,093
17	1,214	1,151	1,021	1,030	1,554	1,771	1,480	1,096
18	1,670	1,509	1,176	1,285	2,033	1,942	1,666	1,318
Total	13,145	21,148	17,353	18,286	27,630	37,248	33,231	23,314

[1] Unpublished data supplied by Department of Manpower and Immigration, Ottawa. The figures, although accurate, differ slightly from those previously published.

[2] Computed as of December 31st each year.

[3] The figures for these years are slightly inflated, as individuals who entered Canada without "landed immigrant" status applied for such status under the "Adjustment of Status Program" administered by the Department of Manpower and Immigration

TABLE 12

Elementary School Enrolment by Division, Grade, and Sex
September 1977

Public Division	Grade	Male	Female	Total
Primary	Junior Kindergarten	10 845	10 336	21 181
	Kindergarten	45 048	41 827	86 875
	1	51 161	46 547	97 708
	2	48 989	46 570	95 559
	3	46 370	44 729	91 099
Junior	4	45 144	43 456	88 600
	5	46 259	44 314	90 573
	6	48 799	46 542	95 341
Intermediate	7	53 769	50 944	104 713
	8	54 506	53 710	108 216
	9[1]	10	6	16
	10[1]	4	5	9
	Special Education	18 648	9 239	27 887
Total		**469 552**	**438 225**	**907 777**
Roman Catholic separate				
Primary	Junior Kindergarten	10 988	10 648	21 636
	Kindergarten	19 092	17 614	36 706
	1	20 637	19 299	39 936
	2	20 486	19 488	39 974
	3	19 841	19 077	38 918
Junior	4	19 427	18 708	38 135
	5	19 697	19 200	38 897
	6	20 728	19 954	40 682
Intermediate	7	22 489	22 151	44 640
	8	22 717	22 073	44 790
	9	7 709	8 624	16 333
	10	6 393	7 307	13 700
	Special Education	4 874	2 398	7 272
Total		**215 078**	**206 541**	**421 619**
Total elementary				
Primary	Junior Kindergarten	21 833	20 984	42 817
	Kindergarten	64 140	59 441	123 581
	1	71 798	65 846	137 644
	2	69 475	66 058	135 533
	3	66 211	63 806	130 017
Junior	4	64 571	62 164	126 735
	5	65 956	63 514	129 470
	6	69 527	66 496	136 023
Intermediate	7	76 258	73 095	149 353
	8	77 223	75 783	153 006
	9	7 719	8 630	16 349
	10	6 397	7 312	13 709
	Special Education	23 522	11 637	35 159
Total		**684 630**	**644 766**	**1 329 396**

[1] Crolancia Public School, Kenora

Some conclusions from these figures:

1) 35% of the 4-year-old population was enrolled in JK in September 1977.
2) 98% of the 5-year-old population was enrolled in JK in September 1977.
3) Approximately 60% of all 3-, 4- and 5-year-olds were enrolled in some formal Early Childhood Education program which came under government jurisdiction.
4) Almost all 6-, 7- and 8-year-olds were enrolled in grades 1, 2 and 3.

Conclusion 3 was arrived at in the following manner:

JK + K enrolment in public and separate schools	166,398
JK + K enrolment in private schools	3,855
Day Nurseries Programs (see Table 13)	
Preschoolers (2½ to 5 years)	45,543
Kindergarteners (5 to 6 years)	4,702
Total number of children in formal programs	220,498
Total number of 3-, 4- and 5-year-olds in Ontario	370,051

$$\frac{220,498}{370,051} = 59.5\% \text{ enrolled in formal programs}$$

The estimate is approximate since the Day Nurseries Branch could not furnish a finer breakdown of age groups in their figures, e.g., Preschoolers includes children from 2½ to 5 years where 3 to 5 years would have been more accurate for our calculation purposes. On the other hand the calculation does not include 560 children registered in ESL programs, those in preschool nurseries or those 4- and 5-year-olds in First Base Programs (School-age Day Care); so the percentage may be considered modest.

Related Study

In 1976 The Metropolitan Toronto Social Planning Council sponsored a large study of child care, entitled PROJECT CHILDCARE (Lightman & Johnson, 1977). Based on a large sampling of families (2,567) in various economic brackets, the study's findings, *Child Care Patterns in Metro Toronto*, provide information which complements the statements made above. The survey was conducted to locate and identify various types of informal child care arrangements (care provided by a relative, friend or sitter) for families with one or more children under 7 years of age. Of these families, the dominant group (46%) needed care for 40-49 hours per week. The survey found (see Table 14) that over 60% of all child care needs

Table 13
Ministry of Community and Social Services:
Day Nurseries Programs

As of August 1, 1978, the Day Nurseries computerized information system provided the following statistics:

1) Facility Type - number of programs in each:

church	499
house	154
owner's home	40
public building	164
nursery building/day care	175
apartment complex	84
other	5
school	213
recreation building	18

2) Language Spoken

English	1320
French	21
Bilingual	16

3) Noon Meal Served

628 centres

4) Number of Programs under each type listed

regular	2002
parent participation	629
mentally handicapped	68
physically handicapped	10
lab school	18
integrated	67
Montetessori	75

5) Staffing

total staff	6658
untrained staff	1729

6) Enrolment in Programs

infants	798
toddlers	1649
preschool	45543
kindergarten	4702
schoolaged	2916
adolescent	61
mentally handicapped	
- preschool	1229
- schoolaged	763
physically handicapped	685

7) Private Home Day Care

Number of supervised homes	1,447
Number of children placed in homes	3,541

As of October 20, 1978, the percentage of subsidized spaces is 40.1.

Merna Ramsden
Acting Director

TABLE 14

Types of Child Care Used

Type of Care	Percent of Mothers Using Child Care	Percent of All Mothers	
Family Member	61.2	37.3	64.2
Friend or Sitter	44.1	26.9	
Full-time day care centre or school	13.9	8.5	
Part-time nursery school or kindergarten	34.9	21.2	
Child looking after himself	0.6	0.4	
Other	2.0	1.2	

From Lightman and Johnson (1977), page 39.

in the group were satisfied by a family member, friend or sitter. At this point it may appear that some inconsistency exists between conclusion 3 and the Lightman and Johnson findings. Our study confined itself to the number of 3-, 4- and 5-year-olds in programs, while the Toronto-based study included all 0-7-year-olds in the calculations. The findings are complementary and help to give a clearer picture of overall participation in formal children's programs and informal child care arrangements. Three other important conclusions were drawn from Lightman and Johnson's study *The Search for Child Care:* immigrant families make less use of child care centres (p.2), 55% of families preferred other child care arrangements to centre care (p.13) and 41% of families surveyed found the cost of centre care too high and were forced to look for cheaper arrangements (p.15). The study makes application of its findings to the Metropolitan Toronto population at large and concludes with an important statement:

> One very clear finding, however, which does emerge from every survey is that day care centres - those arrangements about which we know the most - represent but the tip of the iceberg. The vast majority of children are cared for in less formally structured types of arrangements. (p.6)

PROGRAMS

Day Care

a) Private Home Care

One of the most popular forms of child care service is the informal care of five children or less of different parentage and under 10 years of age by one individual in a private home. There are two types of private homes which provide day care: 1) those which operate on a strictly independent, unlicensed basis and 2) those which belong to a network of private, unlicensed homes organized under a Private Home Care Agency. In these homes the number of children including the day care providers' own children is not to exceed two children under 2 years of age or three children under 3 years.

According to the proposed revision of the Day Nurseries Act (Bill 120, sections 4,8) and present practice in Ontario, a municipality or council of an Indian band may give subsidy for private-home care to those in need of child care, especially in situations where group day care is not organized or the capacity in the existing facilities is filled. According to figures from the Day Nurseries Branch, 3,805 children are subsidized for Private-Home Day Care (see Table 13).

b) Private Home Care Agencies

Private home care agencies operating frequently in connection with a Day Nursery are a network of unlicensed, non-profit homes which offer full day care for 5 children or less and are supervised by the Day Nursery staff. Proposed legislation would require that these agencies be licensed. An individual, a group or a municipality may form an agency for the provision of private-home day care if care is provided at more than one home.

c) Day Care Centres

The Day Nurseries Act outlines the conditions under which Day Care centres may be licensed in accordance with the fulfilment of the criteria for accommodation, furnishings, records, daily program, nutrition, health supervision and staffing. At present those operating with a license in Ontario include:

164	Municipal Day Care Centres
126	Approved Corporations (for provision of Day Care)
22	Indian Band Day Nurseries

Day Care Centres are facilities which provide a full-day program of care, play, nutrition and rest for infants, 0-18 months, and toddlers, 18-30 months. The main goal of the Day Care Centre is to provide temporary care service for the infant or toddler while the parent or

parents work, continue an education or receive job-training. While carrying out this mandate, the centre provides a place for the child to socialize with peers in a supervised situation and enjoy sensorimotor and imaginative play. According to W. Fowler (Byrne and Quarter, 1972) "the importance of cognitive stimulation is rapidly assuming a major position in almost all infant caretaking systems except those following certain hippie philosophies."

Women generally assume the role of caregivers; few males are involved in these centres. The minimum staff requirements of adult to infants (1:3) and adult to toddlers (1:4) attempts to provide each child with the nurturing and attention necessary for normal development. Such a staff-child ratio makes the cost of infant-toddler group care higher than that of any other age group (Krashinsky, 1977).

Day Nurseries

a) Regular Program

The Day Nurseries Act (1970, section 8), which is presently under revision, devoted a few vague paragraphs to program development by stipulating the importance of a daily routine, outdoor play and the separation of infants from older children during play periods. The proposed revision (Bill 120, 31st Ontario Legislature) outlines broad guidelines for a stimulating environment:

i) provide group and individual activities and passive and active play;
ii) provide opportunities for the gross and fine motor, creative, cognitive, sensory, social and emotional development of each child enrolled;
iii) provide flexibility in the program to meet the needs of individual children;
iv) provide opportunity for social and verbal interaction between the adult staff and the children enrolled;
v) provide a cheerful, stimulating and varied environment for all children enrolled.

Outdoor play and rest are treated as equally important components of a Day Nursery program.

b) Laboratory Program

A Laboratory Program is defined as a Day Nursery operated by a college, university, hospital or government centre and used by the employer for the field practice of its students. Day care at the place of employment offers some attractive advantages for the woman who returns to work directly from maternity leave: proximity to the child in case of emergency, one-stop commuting and lack of necessity to terminate breast-feeding for re-entry into the labour force.

c) Parent Participation Program (Co-operative)

A Parent Participation Program is a Day Nursery which provides parents with an opportunity to both join with their child and his peers in play situations and observe their child's interaction in a group. Parent participation is usually required on a once-weekly basis and helps to ensure that the correct adult-child ratio always exists in the centre. The growth of co-operative Day Nurseries has been popular because 1) they provide supervised play for children who do not qualify for a subsidy and cannot register in many of the Day Nurseries; 2) they allow parents of a community to design an Early Childhood Education program for their children and thus establish a community pre-school; 3) they provide a facility for parents to take time away from their children; and 4) they offer an affordable service since most co-operative Day Nurseries are non-profit organizations.

d) Integrated Program

Centres of this type enrol normal and mentally handicapped children with usually a higher percentage of normal children in the group. The operation of such a centre rests on the conviction that children at a young age can grasp the idea that every individual deserves to be treated with dignity and consideration despite differences of race, colour or ability. The provincial government advocates integration and normalization, which means that handicapped children should not be institutionalized but should be able to utilize community supports (Report of the Advisory Council on Day Care, 1976).

e) Developmental Program

These centres operate for mentally, physically or emotionally handicapped children in conjunction with normal children under the supervision of a special program teacher. The handicapped children usually make up 75% of the enrolment.

f) Montessori

Though originally established for disadvantaged children in the slums of Rome (1898), schools embracing the Montessori philosophy (Evans, 1971) now attract mainly children of affluent families. Emphasizing the importance of deriving educational practice from children's natural interests, the program unfolds in a highly structured sequence of programmed tasks through three basic stages: motor education, sensory education and language education. Essential to the program is the prepared environment of 1) motor and 2) sensory exercises which expose the child to the appropriate challenge - the mastering of increasingly difficult skills. The mastery of the tasks through play-like activities teaches an ordered approach to problem-solving and the acquisition of life skills. Language education occurs in conjunction with sensory education; description and accurate use of language are built up by modelling and questioning techniques of the teacher in the use of elaborate aids.

g) Comprehensive Program

The name applies to day care for the school-age child (Kindergarten up to 10 years) before school, at lunch and after class during the school year; a few programs provide half a day's care for the child attending half-day JK and half-day K as well as full-day care during the summer months at Day Camps. Some programs are operated by parent committees within schools and others, called First Base programs, are co-ordinated by the YM-YWCA and local recreation groups. The latter groups are funded in part by the Ministry of Culture and Recreation (grants to municipalities for recreation leaders and facilities) and licensed by the Ministry of Community and Social Services. They are generally recreational in nature with options to enjoy crafts or quiet activities. In Toronto in the three-year period 1975-78, the number of programs have increased to 25 accommodating approximately 400 children. Operating frequently out of schools, apartment buildings or condominium complexes, the programs

charge a fee ($5.00 a day) or receive a subsidy from the government for those who cannot afford the fee (about 3,500 children are subsidized). Programs operated by parent committee may receive an incentive grant of $500.00 from a school board for organizational and start-up costs. The school board may also provide expertise and guidelines in organizing the program in the initial stages.

h) Special Programs

Language training is a special feature of instruction in some Day Nurseries. Of the licensed facilities the following have language orientation other than English:

French	21
Bilingual	16
Ukrainian	1

Some nurseries are established for the purpose of helping non-English-speaking children learn English. ESL (English as a Second Language) Nursery programs are funded in part or whole by the Citizenship Branch of the Ministry of Culture and Recreation with the cost sometimes shared with a school board, YM-YWCA, Public Library, Community College or charitable organization. These pre-school programs are conducted simultaneously with ESL classes for parents, and it is the funding for the adult education portion that is shared by the mentioned agencies. (The Parents and Preschoolers Program meets twice weekly for two-hour sessions; there is no cost to the participants.) A mixture of children from varied ethnocultural background is found in the Nursery program; the make-up of the local community determines the enrolment. Families may intend to remain in Canada or may only be here on a temporary basis, i.e., for two or three years. A total of 93 ESL Nursery programs operate in the province with an approximate total enrolment of 560 children. The purpose of the ESL Nursery is to provide English language instruction through play activities for preschoolers and all children up to the age of 5½ years. The main goals are English fluency, the development of social skills and independence, with priority given to language. Mothers have a chance to participate and observe the Nursery program so that they become familiar with school setting and personnel. Others are located in churches, libraries and community centres.

The Kindergarten Years

a) Regulations and Distribution of Children

The Education Act 1974 in regulating school attendance continues the Ontario tradition of compulsory attendance between the ages of 6 and 16 (section 20 (1)). At the same time it provides for attendance in kindergarten (section 33 (1)) and junior kindergarten.

Section 33 (1)

"Where a board operates a kindergarten in a school, a child who is otherwise qualified and resides within the attendance area of that school may become a resident pupil at an age one year lower than that referred to in section 32."

Section 32 states - "a person who attains the age of 6 years in any year is, after the 1st day of September in such a year, qualified to be a resident pupil."

Section 33 (2)

"Where a board operates a junior kindergarten in a school, a child who is otherwise qualified and resides within the attendance area of that school may become a resident pupil at an age 2 years lower than that referred to in section 32."

Section 33 (3)

"A board may provide a class or classes for children to enter school for the first time on or after the first school day in January and, where a board so provides, a child whose birthday is on or after the 1st day of January and before the 1st day of July, who resides in an area determined by the board and who is eligible to be admitted to an elementary school or kindergarten, as the case may be, on the first school day in the following September, may become a resident pupil in respect of such a class." (Multiple Entry Regulation).

School boards have implemented the provisions of the Education Act, 1974, as indicated by the enrolment of 4- and 5-year-olds (Table 15).

TABLE 15

Kindergarten and Junior Kindergarten Attendance by Language of Instruction, September 1977

	Public			Roman Catholic separate			Total elementary		
	JK	K	Total	JK	K	Total	JK	K	Total
English									
Half day every day	21 058	77 883	98 941	16 874	25 159	42 033	37 932	103 042	140 974
Full day every day	2	1 270	1 272	58	3 515	3 573	60	4 785	4 845
Full day on alternate days	5	7 058	7 063	420	1 279	1 699	425	8 337	8 762
Other	15	387	402	–	74	74	15	461	476
Total	**21 080**	**86 598**	**107 678**	**17 352**	**30 027**	**47 379**	**38 432**	**116 625**	**155 057**
French									
Half day every day	101	277	378	4 247	3 551	7 798	4 348	3 828	8 176
Full day every day	–	–	–	–	2 781	2 781	–	2 781	2 781
Full day on alternate days	–	–	–	37	317	354	37	317	354
Other	–	–	–	–	30	30	–	30	30
Total	**101**	**277**	**378**	**4 284**	**6 679**	**10 963**	**4 385**	**6 956**	**11 341**
Total									
Half day every day	21 159	78 160	99 319	21 121	28 710	49 831	42 280	106 870	149 150
Full day every day	2	1 270	1 272	58	6 296	6 354	60	7 566	7 626
Full day on alternate days	5	7 058	7 063	457	1 596	2 053	462	8 654	9 116
Other	15	387	402	–	104	104	15	491	506
Total	**21 181**	**86 875**	**108 056**	**21 636**	**36 706**	**58 342**	**42 817**	**123 581**	**166 398**

Number of schools with Kindergarten activity by language of instruction

	English	French	Total
Junior Kindergarten only	6	4	10
Kindergarten only	1 900	75	1 975
Both	1 133	169	1 302
Total schools	**3 039**	**248**	**3 287**

The table also depicts the number of options in English and French programming which have been established by school boards:

English schools JK and K
- ½ day every day program
- full day every day program
- alternate full day program
- other arrangements

French schools JK and K
- ½ day every day program
- full day every day program
- alternate full day program
- other arrangements

The numbers of children in the various programs tell which arrangements can be financed by school boards and can accommodate community need.

The total JK enrolment in Public and Separate Schools is very similar (21,181 - 21,636); therefore, approximately the same ability to provide capacity for JK classes exists.

The total K enrolment in Public and Separate Schools is markedly different (86,875 - 36,706). The difference between the number of children who attended JK in Public schools and those who registered in K a year later, 21,181 - 86,875, is very great. In the Separate Schools

the difference is much smaller, 21,636 - 36,706. Why the difference? Some possible reasons may be that:

1) The Public system does not provide as many JK classes as are needed.
2) Public school parents of 4-year-olds do not support JK programs and keep their child home or send him/her to a sitter or Day Nursery.
3) The Public school boards who have traditionally had K classes have less physical space to open JK classes.
4) Public school boards encompass more rural areas where transportation is a necessity and lengthy bus rides are a reality.

In the Separate schools the difference between the totals enrolled in JK and K (21,636 - 36,706) is 15,000. This figure is partially representative of those parents who do not support JK in theory and of the school boards who cannot financially provide JK and the transportation necessary to go with it.

The frequency of the alternate-full-day program deserves mention. The Public system offers this option to 7,058 K children, while the Separate schools enrol only 1,596 K pupils in the program. Are Public school boards more thrifty in cutting transportation costs or are they simply more likely to be rural school boards than are Separate school boards? Keep in mind that the total Public school JK and K enrolment is 1.85 times greater than that of the Separate system.

The number of children enrolled in full-day-every-day K classes compares 1,270 for the Public system to 6,296 for Separate schools. The reasons probably are partially attributable to the incidence of French Catholic schools which account for 2,781 of 6,296 and the French immersion programs in English Catholic schools. The numbers of children in Public versus Separate all-day-every-day K (1,270 to 6,296) shows that the Separate system attracts five times the number of children to a full-day K program. Therefore, the programs most commonly attended are half-day JK, half-day K, full-day-every-day K and full-day-on-alternate-days K. What are the differences in the daily practice of these programs?

b) Program Documents

Direction from the Ministry of Education in the form of a philosophical basis and rationale for Early Childhood Education does not exist in the minds of many teachers, principals and educators since the results of the questionnaire (Appendix A) show that specific documents for the Kindergarten years are desired. However, *Education in the Primary and Junior Divisions,*

the philosophical basis and rationale for the programs in the divisions, states that the material contained therein applies to JK and K because the Primary Division in this context includes Junior Kindergarten, Kindergarten and the first three years following Kindergarten (E.P.J.D., 1975, footnote, p. 3). Two previous Kindergarten guides, *A Program of Studies for the Junior and Senior Kindergarten (1944)* and *Kindergarten Guides for the 5 Year Old Program (1966)* were the only indication of a Ministry-approved guide to preschool education. The boards that offered kindergarten wrote their own program books as they do now. Though the Ministry of Education had provided financing through school boards for the operation of kindergarten classes, it is only since the report of the Commission on Aims and Objectives in Education, *Living and Learning* (1968), that responsibility in theory for preschool education has been assumed. In the recommendations, the Commission suggests:

> "Establish preschool education at the provincial policy level as a basic responsibility of the Department of Education in co-operation with other departments of Government." (Recommendation 110)
>
> "Permit school boards to establish preschool programs in accordance with the needs of their jurisdiction." (111)
>
> "Assume the financing of nursery schools presently in operation, excluding private nursery schools, until the complete assimilation of nursery school education into the total education sequence can be accomplished." (115)

The material developed for JK and K program description has been gleaned from a small number of core curriculum documents which were requested and made available by school boards who responded to questionnaire #1 (Appendix A). These documents provide an impressive battery of Early Childhood Education literature designed particularly to help teachers implement rich and challenging programs. These materials were deemed to reflect those boards with a strong concern for the provision of a sound JK and K program with the availability of resource personnel to compile the documents and the interest in Early Childhood Education to co-operate with our research. There may be other valuable materials available of similar nature but our search through OISE library, the questionnaire requests and resource persons did not uncover further documents. Boards whose documents proved helpful in presenting a picture of current practice and philosophy in the JK and K are as follows:

Etobicoke Board of Education's *Kindergarten Questions and Answers*	*1975*
Hamilton-Wentworth R.C.S.S. Board's *Doing Being Growing Together*	*1977*
London-Middlesex R.C.S.S. Board's *The Early School Years*	*1978*
Ottawa Board of Education's *Kindergarten Resource Book*	*1973*
Peel Board of Education's *Kindergarten Handbook*	*1973*
Scarborough Board of Education's *The Program and the Four Year Old*	*1974*
Sudbury Board of Education's *Kindergarten Handbook*	*1973*
Toronto Board of Education's *A Program for Young Children*	*1978*

It should be noted that all the documents are of recent publication, that is within the last 5 years. They are, therefore, presumed to indicate present trends which have been developed to up-date or replace previous kindergarten practice. Much of the program development in JK and K has occurred because of the growth of JK and the proliferation of research into Early Childhood Education. Provision of the junior kindergartens forced educators to take a closer look at the nature of the programs offered for 3-, 4- and 5-year-olds since some teachers were transferring their goals for the 5-year-old program to the program for 4-year-olds.

The traditional kindergarten program (JK or K) provided a play period, circle time and arts-crafts session and a time for rhythms, songs, poems and a story. The teacher's role during play period was one of assisting in promoting socialization and mediating disputes. Teaching was done during circle time when certain reading readiness activities were taught to the whole group, e.g., counting, name discrimination, matching colours, describing the weather, naming the days of the week, etc. Rhythm songs, action rhymes were taught to the whole group. During arts and crafts every child copied the teacher's creation. Generally the content of the kindergarten program focused on a theme related to the season which was used year after year. The available documents revealed that the traditional approach has been re-examined and replaced in varying degrees by what is described in the following pages.

c) Context

Though the Ministry of Education has not articulated any broad goals for JK and K, it has been its practice in the Primary and Junior Divisions to urge local school boards to "formulate local programs that are within the rationale of the provincial policy and, at the same time, reflect local needs and priorities." (*The Formative Years*). In the 95 responses to the questionnaire to school boards (Appendix A), of the 50 who indicated

that they operated JK, between 10 and 15 indicated that they had some type of core curriculum documents for a JK program; important areas included in planning were Language, Mathematics, Music, Drama, Physical Education, and Environmental Studies. Those boards offering K and responding to the question on core curriculum documents numbered 83. A much higher percentage have programs planned and documented for K around the subject areas. Between 35 and 40 stated that they had core curriculum documents completed; a number of others indicated that the documents were in progress.

In another recent study (Regan, 1978) in which 23 school boards out of 87 with both JK and K responded to the question "What distinguished between the programs in the JK and K in the board's jurisdiction?", the traditional responses were stated. The JK programs were described in the following terms:

- play-oriented with attention to social and emotional development
- unstructured in nature so as to allow for informal interaction with peer and teacher
- a basic emphasis on language development

The K program was described as:

- more teacher-directed and planned
- emphasis on language development and the development of language skills (readiness)
- an introduction to some formal learning activities

One board stated that K is a continuation of the socialization and development of language begun in JK.

Therefore, in view of what has been said above, it may be stated that the formulation of a rationale and practice for JK and K is as diversified as the number of school boards in Ontario exclusive of the private and independent schools because the Ministry of Education's policy has shifted much responsibility to local boards in developing their own programs. JK and K programs, therefore, in many cases, are carried out without availability of resource materials, core curriculum documents, resource personnel or much knowledge of Early Childhood philosophies. Programs can be "teacher-centred", "child-centred", or have as their only objective readiness for reading or the development of the young child in all aspects of his being. Some programs can be easily labelled by any one of these

descriptions; some are a combination of both and some are thought to be a babysitting service. In the following pages an attempt shall be made to highlight some of the trends and practices in JK and K which have been developed in recent years after much research by a few boards.

d) What Is the Main Purpose of JK?

The Canadian Education Association in a 1972 survey of Kindergartens across Canada found that the purpose of JK is the same as that for regular Kindergarten: "to enable the child to have a sound program in social and physical development with continuous progress into the areas of language and creative activity to foster the child's mental and emotional development" (CEA, 1972, p.25).

The interpretation of this principle by teachers and educators at the practical level of day-to-day practice gives rise to an ongoing debate as to whether the approach should be based on enrichment, creativity and freedom, or on more cognitively structured experiences - or about what sort of blend of these two approaches is best. Educators will agree, however, that the child cannot develop socially and emotionally without acquiring knowledge and developing his intellect.

A document from the Etobicoke Board of Education, *Kindergarten Questions and Answers*, states that "Each child must find kindergarten an enjoyable and satisfying place from day to day. The affective and cognitive domains of a person are inseparably tied in the learning process. Feelings affect learning and learning affects feelings."

e) Philosophy of JK

Children learn by living. Through the use of their senses they gradually are able to cope with words and symbols. To Froebel (Froebel Foundation, 1978) this was education: the constant adjustment of an individual to the world around him, by which he discovers his true self. It was his belief that children develop best through guided self-activity, rather than through instruction. He agreed with Pestalozzi and Piaget on the importance of sensory stimulation as means of promoting growth. Froebel's kindergarten was not to be a chaos of unorganized activity, but the environment was to be carefully conceived and formulated by a plan so that training of the hand, eye and mind could take place. The vehicle to this training was play activity. In *The Education of Man*, Froebel (1907) writes:

> Play is the highest phase of child development; it is the purest, most spiritual activity of man at this stage. Play gives joy, freedom, contentment, inner and outer rest, peace with the world.

The London-Middlesex R.C.S.S.Board has developed a JK-K philosophy which characterizes the approach presently pervading the practice (consciously or unconsciously) in a growing number of the province's classrooms. Summarizing the response to the question "What is play?", the document states that play is an individual child's style of action and communication which he can enjoy without being required to make premature decisions or being penalized for errors. The play approach provides the teacher with an opportunity to help the child cope with new social situations and new materials and to interact with the child in his/her most natural activity. The teacher can help the child develop a more elaborate language pattern based upon play experiences; at the same time he/she has an opportunity to observe and assess the child's stage of development. To ensure that the child's experiences further his/her growth, the teacher must create situations or construct devices that will stimulate purposeful first-hand investigation. The teacher and child become learners together demonstrating that there is nothing wrong in not knowing as long as one is willing to find out. The play program philosophy states that most human activity is a purposeful search for pattern. This includes organizing new information and relating it to previously developed concepts. Incongruity between old patterns and new experiences stimulates questioning, observation, manipulation, and application in a variety of new situations. Children can learn skills from one another through example and imitation as well as by teacher instruction. Activities which are conducive to creativity and the child's growth are encouraged. This in essence is the theory of JK.

The Ministry of Education's guides for *Kindergarten (1966)* outline the need for teacher expertise in preparing a sound environment in an Activity program for 5-year-olds. These same criteria may be applied to setting up a 4-year-old program.

> Planning the program for Kindergarten children involves many factors, including an understanding of child growth and development, an appreciation of individual differences, a knowledge of educational experiences which are suitable for five (four) year old children, and the establishment of objectives to help each child make the most of his potentialities. (p.6)

R. W. B. Jackson, the Commissioner for the Commission on Declining Enrolment, comments on the difficulties of such a task:

> Rather than making life easier for the teacher as it would appear, individualization and non-gradedness place a premium upon the teacher's role and abilities, because it now requires evaluation of each student in a different way according to student's style of learning. (p.25)

f) The Activity Program

What happens then in the activity program in the average JK class? (The 5-year-old kindergarten program will be dealt with subsequently.) The Scarborough Board of Education provides a description in a document *The Program and the Four-Year-Old* (1975). The activity program is planned around a variety of interest centres in the classroom, some permanent and others current. Those of a permanent nature might include:

1. Library
   books, tapes and tape recorder, records and player, puppets, pencils, paper, etc.

2. Home Centre
   dolls, bed, carriage, sink, fridge, etc.

3. Sand
   various utensils and toys as interest changes

4. Water
   utensils and toys to dig, measure, and stimulate creative play

5. Manipulative table toys (but not necessarily used at table)
   puzzles, small construction equipment, cars, trucks

6. Manipulative creative materials (arts and crafts) available at all times with variations: painting, pasting, modelling, drawing, other activities: sewing, hand painting, box sculpture, squirt painting.

7. Large Construction
   building blocks, trucks, cars, steeering wheels, props

8. Climbing
   3-way ladder or climber and props as required

9. Carpentry
   soft wood, hammers, saw, vise, nails and screws

Current or short-term interest centres might include:

1. Science
   growing, observing change, measuring

2. Social studies
   people (new baby), seasons, holidays

3. Mathematics
   weighing, matching, sorting, sequencing, etc.

4. Cooking
   production line cookery

5. Sensory Interest
   touching, smelling, tasting, listening,colours

Learning activities must match child development. Table 16 on the following page (Nash, 1976) demonstrates those activities which are conducive to the development of specific growth in young children.

During the activity period, the majority of children work at the centres enjoying and attempting tasks; routines and rules regarding the number of children participating and the care of materials have been previously established. Much of the subject content of JK and K is funnelled through the activity centres. Many of the activities in which the young child engages utilize his past experience and reveal his understanding and way of organizing new experiences. He needs much opportunity to communicate what he knows through talking and creating. The interaction of the teacher with the child or small group of children during this time is important. She helps to solve problems and pose new challenges. She notes the stage of active play in which the child engages. Four-year-old children start first by messing around with concrete materials and toys - they may spend some time repeating a simple action over and over again. In the Ontario Teacher's Federation Guide to Junior Kindergarten (1973), it states that the young child enjoys repeating the action which has aroused his/her

Table 16

Child Development and Learning Activities

Physical	Gross Motor		Large equipment, space
	Fine Motor	— Hands, feet	Additional equipment Puzzles Construction and Collage work
		— Eye-hand co-ordination	Throwing — catching Puzzles or small activities, blocks Art activities
		— Articulation	Opportunity for conversation with adults and peers
	Sensory	— Body movement sense	Large equipment, space
Cognitive	Perceptual	— Visual	Puzzles, small games, pre-reading activities, blocks
		— Auditory	Cassette tapes, listening activities, records, films, trips
		— Other	Feelie box, smelly jars, taste table
	Conceptual	— Number	Water, dry sand, wet sand, puzzles, art activities, store play
		— Science	Sensory awareness, plants, animals, science table, cooking
		— Everyday living	Role play (house, store, etc.), puppets, also props for gross motor
		— Creativity	Paint, collage, wood bevel, playdough, base sculpture
	Language	— Receptive	Records, films, cassette tape, teacher.
		— Expressive	Role play, receptive teacher, larger blocks, puppets, effigies, theme table
		— Imaginative	Peer conversation, creative activities
		— Symbolic	Picture story writing, books, pre-reading activities
Affective	Psychological		Positive reinforcement, opportunities to achieve, and to become self-disciplined
	Social-Moral		Role play, other classroom interaction

From Nash, 1976, p. 49

curiosity or brought him/her previous satisfaction. Repetition, it states, is a way of gaining further reassurance because experiences which were very strange to him/her become less threatening (p.18). Gradually the child can learn how he/she may want to record the activity in some way by relating it to a group, tape-recording the experience or having someone put it down in words. Finally as the child develops and ages, he/she will want to write about it in words or symbols. This use of symbols to represent ideas is an important stage in the development of a child's thinking. A child must reach the understanding that a real object can be represented by symbols as a spoken word, gesture, toy, model or picture; then he/she will later understand that an object can be represented by the printed word. In the past, educators and parents alike (and many still today) were anxious for children to move to abstract activity sooner than we now know they should because they thought they were helping to prepare the child for the next year. The development of symbolism underlies the communication of experience in a systematic form. The growth of oral expression (discriminating listening and a keen interest in words) is a major factor in helping children to read and write; reading is based on varied experiences. In the JK the child has the opportunity to enrich his experience, to speak about it and to record it in any manner he chooses. A good activity program stimulates and releases a child for the development of language and growth in symbolic understanding. The stages described do not necessarily reach fulfilment in JK but form a continuum in growth and understanding through K into the primary grades.

g) What Content Is Part of the JK - K Program?

An informal (not unplanned) approach to the specific subject content in the Arts (language, literature, physical education, music, art, drama) and the academic subjects (reading, writing, science, mathematics and social studies) is the practice in most Junior Kindergarten and Kindergarten classes. The activity program, through the use of a variety of materials at the centres, provides play opportunities for building basic mathematical foundations:

1. Sorting, classifying, ordering
2. One-to-one correspondence
3. Concept of numbers
4. Geometric shapes
5. The number line-graphs, etc.
6. Recognition of numbers
7. Money
8. Measurement
9. Writing numerals
10. Ordering by adding one more, taking one away

Understanding of the basic operations of classification, one-to-one correspondence and ordering underlies all mathematical thinking. A developmental program in bodily skills widens the child's enjoyment and use of space. Enjoyment of outdoor and indoor activities (climbing, balancing, throwing, etc.), making use of large- and small-muscle equipment, improves his/her coordination and builds self-confidence. The appreciation of music and the active participation in games, rhythms and songs are a means of enjoying group activity, developing auditory discrimination, association and memory and exercising leadership. Children develop an interest in science and the wonders of nature by caring for a pet, planting seeds, cooking, experimenting with water, snow, ice, using a magnifying glass, batteries, scales, magnets, etc. Through the use of the Library, books and T.V., they have a chance to know of things past (dinosaurs) and future (galaxies, space travel). Expression through the media of art and drama are intrinsic to the child's enjoyment of the JK environment: the free expression of an active imagination through the senses produces inventions, creations and productions which are clues to the child's level of understanding. Trips outside the kindergarten are an important source of experiential knowledge for the young child. Knowing about the world begins with the immediate neighbourhood and the community. First-hand experience of the farm,a sugar bush, an airport or a zoo helps to build foundations for more global concepts such as city life, rural life, other countries and other cultures.

The physical environment and the surroundings of the JK are typically colourful, functional and comfortable for the young child to ensure that he will want to be in that setting and feel at home there. The environment changes from time to time to reflect growth in the child. Materials are usually accessible to the child so that he can enjoy their use. Helping the child to be safe, helping him to take responsibility for what he uses and his personal needs, necessitates the establishment of consistent routines. The child learns to dress himself, put away clothing and toys and move to different parts of the school (gym, toilet, outdoors) without disturbing others. The time-tabling of the JK program gives the child a sense of organization and security. He/she quickly learns to identify "juice time", "story time", "gym time", as parts of the day that he/she especially anticipates. The sample of a JK time-table shows a typical arrangement of time with periods of longer and shorter duration.

Junior Kindergarten Time-Table

9:00 - 10:00	Entry - outdoor play or playroom or gym - large-muscle activities
10:00 - 10:15	Conversation - songs - creative movement
10:15 - 11:15	Activity periods - juice and toilet routine carried on individually during activities
11:15 - 11:30	Rest
11:30 - 12:00	Story or movie and dismissal

Multiple Entry in JK

The argument: With the move towards individualized programs and continuous progress there has been in the last decade a recognition of the fact that children born in the last quarter of a year appeared to be at a disadvantage in the present grade system in Ontario. The main reason is that many children compete with a peer group up to 12 months older chronologically. Ideally a multiple-entry program beginning in JK would allow children to begin school in September, January and April. Children entering in September would be of approximately the same chronological age, as would those children who would begin subsequently in January and April. Theoretically the program would facilitate moving the student on into a higher level at the time when he/she is ready and not necessarily waiting until June.

The facts: The Ottawa Public Board of Education and the Ottawa R.C.S.S. Board experimented with multiple entry in JK in the early seventies. The Peel Board of Education gave the idea consideration when they decided to offer JK in 1973 as did a number of other boards at various times.

The conclusion: Some financial deterrents were experienced by boards in the initial year since a smaller number of children were eligible to be calculated for grant purposes. Promotion of small groups within the September-to-June school year into the Kindergarten and Primary division caused crowding in a number of classes since the K and Primary grades were not prepared to operate in a similar fashion. Therefore, if the program in subsequent years was not altered, children were faced with acceleration or deceleration which could prove damaging to their development. Consequently boards abandoned the idea of the Multiple Entry Kindergarten.

h) Family Group Kindergartens

An increasing number of boards have been forced or have chosen to establish family group kindergartens, that is, classes for young children ranging from the age of 3½ to 6½ years inclusively. Because these classes include children who would be candidates for JK and K, the range of abilities of the children is wide. The reasons for growth of the family group kindergartens are twofold:

1) insufficient numbers of children to form a Junior Kindergarten class and Kindergarten class due to declining enrolment;
2) teachers choose to work with a mixed age group of children because they feel it best suits the development of the child.

Though the term "family group" is used, it is not the concept envisioned in the British Infant School (Ridgway and Lawton, 1968), nor the Froebelian vision of the Kindergarten. The British focused on continuous progress: a child beginning at 5 years remains with the same teacher and in the same classroom until he/she is 7 years and ready to move on to the Junior school. Entering with a few children of approximately the same age the child joins a class which already has

10 or 12 6-year-olds and a similar group of 7-year-olds, all of whom have spent their school life in the same classroom and with the same teacher. In the Ontario scheme children in the family group kindergarten may move on to a different classroom and new teacher the next September or a few young children may remain with the same teacher. Administrative expediency, according to unofficial primary experts, is too frequently the factor which disrupts the child's continuous progress.

The incidence of family group kindergartens seems to be confined to the Metropolitan Toronto area with each of the public boards having approximately 10 classes or less. The family group kindergarten concept evolved as a method of coping with declining enrolment but appears to be growing as an educational practice with a few boards.

One of the boards permits teachers and principals to organize such classes when the enthusiasm and ability exists in lieu of a separate JK and K. A second board frowned on the practice and stated that it was developmentally unsuitable for 4-, 5- and 6-year olds. The reason given was that children of these ages differ so significantly in capability that it was a disservice to the older children and the teacher to have such a group together. That same board favoured family grouping for 5-, 6- and 7-year-olds, whose range of abilities were felt to be more closely related. Directors and superintendents of school boards responding to the questionnaire (Appendix A) rated the family grouping concept (multi-age groups) as second lowest in a set of factors which included, in descending order of importance: identification and screening, supervised play activity, Resource centre, availability of JK, bus transportation, remedial help, lunch facilities, second language, multi-age groups and day care. Teachers' groups, in responding to the same question probing financial priority, rated multi-age groups of very low importance in JK-K but of slightly higher importance in the Primary grades.

Kindergarten (5-year-olds)

a) Goals and Children's Characteristics

A number of the province's Kindergarten programs (K) have a child-centred focus as evident in the core curriculum documents investigated. An unknown number of others (the traditional example) are teacher-centred; that is, the teacher's goal is to get as many of the class through a readiness workbook before June and perhaps have them reading from a pre-primer as well.

Upon examining and comparing program goals for JK and K in the core curriculum documents gathered for this research, obvious similarities were evident. While recognizing the differences between 4-year-olds and 5-year-olds in characteristics, broad general goals for both programs included:

- developing a positive self-concept
- stimulating sensory curiosity
- promoting language development
- fostering creativity and imagination
- learning how to enjoy and relate to peers and adults
- having opportunities for large- and fine-muscle development

Kindergarten then is a continuation of the socialization and language development begun in JK. But 5-year-olds are generally physiologically and neurologically more capable than their younger peers. Five-year-olds are ready for new challenges. JK has helped them to get along with their peers, to function in a group setting and be responsible for materials and equipment. How then do the programs differ?

Psychologists and educators have identified certain general characteristics that seem to appear at or about a specific age. The Scarborough Board of Education in its manual *The Program and the Five Year Old* provides a chart of these traits (see Table 17). In brief, 5-year-olds appear to have more language facility, are more co-ordinated physically, can enjoy group games, are more anxious to please but are more self-conscious and inhibited than 4-year-olds. Increased ability generally demands increased challenges in program planning. The Sudbury Board of Education's *Kindergarten Handbook* suggests goals which build on the 5-year-old's developing abilities. When these goals (and similar sets of goals from the curriculum documents) are compared with the traits of 5-year-olds, the thrust of the 5-year-old K program emerges as is outlined in the chart, Table 17.1.

Table 17
CHILDREN'S CHARACTERISTICS

	TWO'S AND THREE'S	AROUND FOUR YEARS OLD
LANGUAGE DEVELOPMENT: Story-telling	single words, phrases talks to name objects or needs	short sentences talks about immediate present
Words and Sentences	simple expressions	rambles on and on, brags, exaggerates - meaning not always clear - likes to play with words - interested in rhymes and repetition - words and meanings not necessarily related
MOTOR: Big Muscle	alternates feet on stairs rolls, pushes, or drops balls needs help to dress	can hop on one foot - movements jerky can throw a ball - not so good at catching dresses and undresses with help
Fine Muscle	random eye movements cannot control a crayon cannot reproduce anything cannot hold scissors	can focus on large objects but tends to be farsighted can use brush and large crayon reproduces circle, square, triangle starts to cut handedness not yet established
SOCIAL	parallel play - alone in a group	shares an activity but uses own rules and changes them - egotistical, boastful, centre of attention - brave, adventurous (on the surface) - no sense of time, present only
EMOTIONAL	dependent on Mother conforming, insecure, easygoing	cocky but still needs adult - defiant - pretends to be indifferent to praise "difficult"
CREATIVE	imitative	loves to pretend - needs little preparation or props - no necessity for reality

Table 17 continued

AROUND FIVE YEARS OLD	AROUND SIX YEARS OLD
collection of related sentences not in sequence talks about own experiences	stories told in sequence talks about wider interests
converses logically, two or three ideas clarity continually developing	more complex sentence structure clarity continually developing
more concerned with the right words for the right place	
interested in letters and words in the environment vocabulary expanding meaningfully	starts to read extensive vocabulary
can alternate both feet to skip - awkwardly beginning to catch - very large balls can dress with very little help	can skip fairly smoothly can catch awkwardly can dress independently
can focus on big objects but tends to be farsighted uses large pencil and brush with considerable skill can reproduce numerals and letters can cut on a line still may be ambidextrous	not developed, may still be farsighted still needs large tools, but greater control can reproduce words and short phrases can cut out large shapes hand preference usually stabilizing
participates with group - plans and takes responsibility wants approval and affection - less independent more cautious, wants to try only things he is sure he can accomplish can carry work over from one day to the next	participates with group - more interested in following the rules more rebellious and egocentric curious, wants to explore, courage returning can work on long-term projects and sustain interest
stable but needs reassurance tries to please loves praise "delightful"	less family oriented - more outgoing more quarrelsome and independent responds to praise and independence, is softened by it "exuberant"
delights in pretending but likes props likes stereotypes and playing to be "right" needs to please adults and therefore more inhibited	pretends and dramatizes stories tries on other life styles, flexible, imaginative uses imagination for unlikely purposes

From Scarborough Board of Education, *The Program and the Five Year Old.*

Table 17.1

Goals and Children's Characteristics

Traits of 5-year-olds	Program Goal
.. converses logically, two or three ideas .. clarity continually developing	To provide many opportunities for the child to learn to think logically, to form questions about his world, and to solve problems. To increase the child's understanding of size, shape, space, mass, quantity, and time relationships by providing many varied experiences in an environment that demands manipulation and communication of these ideas as a continuing process.
.. more concerned with the right words for the right place .. interested in letters and words in the environment .. vocabulary expanding meaningfully	To increase the child's facility with both functional and creative kinds of language by: being a model listener and an effective user of language, stimulating thoughtful speaking and listening, showing pleasure in "language play", expanding vocabulary, and clarifying word-meanings and ideas.
.. can reproduce numerals and letters	To provide opportunities for the child to explore the world of reading and writing at a level appropriate to his developmental stage.
.. can carry work over from one day to the next .. plans and takes responsibility	To begin to establish habits of concentration, self-direction, and the responsibility and perseverance to finish a task.

.. wants approval and affection - less independent	To create a secure and friendly atmosphere in which every child may adjust more readily to a new adult and a large peer group.
.. participates with group	To provide opportunities for sharing, taking turns, participating, and co-operating, in order that the child may increasingly find acceptance and enjoyment in the company of others.
.. can alternate both feet to skip awkwardly .. beginning to catch very large balls .. can dress with very little help	To help the child strengthen and develop control of the large muscles necessary for skilful management of his own body, by planning frequent opportunities for vigorous physical activity.
.. uses large pencil and brush with considerable skill .. can reproduce numerals and letters .. can cut on a line	To help the child increase his mastery of small-muscle control by providing a wide variety of manipulative and visual experiences.
.. delights in pretending	To help the child in his adjustment to the world by providing opportunities for him to use his imagination, to learn to distinguish between reality and fantasy, and to develop a happy, positive attitude towards life.

b) The Program

In most of the documents examined it was clear that there was greater expectation of the children in K than in JK. However, that is not to undermine the philosophy of continuous progress and respect for the child at whatever level he/she performs which spans the kindergarten years (JK to Grade 1).

The orientation in kindergarten (not dissimilar to JK) is one which tailors the child's natural enjoyment of play to his increasing competencies. The K goals state that the program should provide "many opportunities for the child to think logically", a feat which the child cannot accomplish alone. The teacher attempts to promote logical thinking by intervening when she sees an opportunity to promote cognition. That is, she helps the child to identify, classify, compare, detect similarity and difference, see relationships, infer and draw conclusions. By so doing, she is promoting the child's facility with language (beginning reading skills) and understanding of basic math concepts (size, mass, quantity, space, time etc.). The opportunities for logical thinking permeate the day and are worked into a time-table which balances noisy and quiet activity. The Sudbury Board of Education's *Kindergarten Handbook* stresses that it is important that 50-60% of the time be spent in individual and small group activities. The fact that the time spent in large-muscle play (outdoors or gym) has been reduced from the 1 hour daily in JK to 30 minutes in K shows that the smaller-muscle development is assuming more importance.

Kindergarten Time-Table

9:00 - 9:25	-	Entry, conversation, music, story,etc.
9:25 -10:35	-	Activity period (Wider choice of activities generally available. Teacher works with children individually or in small groups.)
10:35 -10:45	-	Juice
10:45 -11:00	-	Rest or quiet time (looking at a book, quiet activity)
11:30 -11:45	-	Story or record and dismissal

The Scarborough Board of Education's document *The Program and the Five Year Old* states that the Activity period is still the most important part of the Kindergarten day. While some children are involved in play (imaginative, discovery or expressive) at any one of the centres, the teacher interacts with individuals or small groups and covers many of the areas in which she/he traditionally involved the whole group. Children may discover many things by themselves but there are some things that they will never find out on their own. To enumerate just a few of the teacher's tasks, she/he

- may help to solve difficulties and pose new problems that will lead children to more complex levels of activity
- may use opportunities at the various learning centres (water, library, science, mathematics, sand, wood, fantasy, small-muscle toys, listening, clay or word) to stimulate functional and creative vocabulary
- may encourage planning and completion of tasks or reinforce good habits of concentration
- may note improvement in fine or gross muscle co-ordination
- may help a child to investigate that quantity does not change with shape or position
- may help a small group to organize a co-operative activity which will be presented to the group

Opportunities exist in every centre for the achievement of goals. Since 5-year-olds are at various developmental stages (messing around, representational, organizational or symbolic) their interest in configuration, shape, patterns, letters and words varies. The teacher must meet the child at his/her level and help the child to make the transition from spoken language to reading which builds on growth at home and in JK. Present practice in approaches to reading as surveyed in the questionnaire to school boards (Appendix A) revealed that the term "reading readiness" is outdated. Comments indicated that an environment of language and literature is the appropriate preparation for reading. Craft activities form a part of the total environment and no child is expected to copy a teacher's model. The circle time is saved for games and activities in which each individual participates actively rather than sitting and waiting for his turn while others participate. An activity program approach to the kindergarten years provides opportunities for all children to do things, to create, to solve problems, to get along regardless of their stage of development. No child sits waiting for teacher direction; he keeps learning through activity.

Grades 1, 2 and 3: Program Description

The goals for education in grades 1, 2 and 3 are seen within five major areas. These grades should facilitate the development of the whole child: his emotional, social, physical, linguistic and cognitive development. There must be provision for concrete and active experiences for the child. The program should begin with the child's own experiences and knowledge considering his interests and capabilities. The grade program should further provide an extension of the learning environment of the kindergarten years.

Consequently, the early childhood program would start from a child focus. The classroom atmosphere provides warmth and support to foster the growth of each child with the teacher as a facilitator of the child's learning. The subject matter grows out of the child's life experiences following a natural progression as his interests and capacities become more sophisticated. While there are certain commonalities in every child's development, the content of the instructional materials takes into consideration the learner's past and present experiences.

Education in Ontario has been viewed from two main perspectives: the traditional teacher-centred approach and the individual-child-centred approach. The trend of education in Ontario has been toward the more individualized child-centred approach. This has been apparent for several reasons. The major initial thrust came from kindergarten teachers and some concerned parents. They felt the adjustment to the primary program (grades 1 to 3) was too traumatic for children and that there was a definite lack of continuity in programming. The kindergarten teachers encouraged, individually and through their associations, more in-service activity for primary teachers. It was hoped that these in-service activities would lead to a better understanding of the principles of child development theories and subsequent program practices. This was given support when *The Formative Years* was introduced by the Ministry of Education. Since that time teachers have been encouraged and, possibly, supported in their efforts to implement the child-centred program. Consequently, there has been an increase in the teachers involved in this approach.

Inherent in this approach is the basic understanding that the educative experience must be an integrated one if our focal point is the "whole" child. Considering the normal development of the child, the educational process must begin with active participation of the child in concrete experiences. Given time to master these concrete experiences, the child gains a feeling of success and self-confidence. These experiences foster the child's emotional, social, physical, linguistic, and cognitive development. By active involvement the child makes his decisions, sees the consequences and learns to accept responsibility for his actions. When these actions involve other persons, the child experiences the consequences of these interpersonal relations. Ideally, the child will learn appropriate social behaviour.

As the child develops cognitive sophistication, he is able to move gradually toward more abstract concepts. Individual differences in this transition are apparent and the program must be suited to each child.

Individual children progress at different rates in all areas of their development. Education should be a continuous process during the Early Childhood years (ages 3-8). Children's competencies in the emotional, social, physical, linguistic and cognitive domains develop at different rates. For this reason it is more appropriate to outline the areas of competence to be achieved for the majority of children by the end of grade 3. It is the author's view that the objectives set for the students of Ontario closely reflect Ministry of Education guidelines. While it is not to be construed that all children will reach these goals, the following expectations are held. In the area of mathematics, children should be able to understand and use numbers and operations; should be able to use measurement and understand measurement, measurement concepts, and geometrical relationships involving space and shape. In the area of communicative skills, children should be able to listen with discrimination and sensitivity; express their own ideas, thoughts and feelings through speaking; read using the initial skills and processes that they find most effective; appreciate the significance and function of reading in their own lives; read independently with enjoyment and with fluency appropriate to their own stage of development; and express experience, thoughts and feelings in writing with clarity. In the area of perception and expression, children will increase their sensitivity of perception through the use of all of the senses and develop the capacity to express this sensitivity through

creative media. Through drama and creative activities, the children will develop self-awareness and self-confidence. In music the children will develop a sensitivity to sound and acquire a base for growth in music. Through the visual arts, children will develop visual awareness, sensitivity and appreciation. Through physical education children will develop creativity, confidence and physical fitness. Through health children will acquire some basic understanding of their physical and emotional nature and the principles of healthy living. In the science program individuals will learn to understand the environment, in terms both of the nature of its parts and of the patterns that characterize it as a whole. Throughout the primary program the following aspects should be stressed. Children should begin to develop a personal value system within the societal context that reflects priorities of their society and at the same time recognizes the integrity of the individual. Children should be developing the ability to make informed rational decisions. They should understand social relationships at a level appropriate to their stage of development. They should acquire as well a reasoned knowledge of and pride in Canada appropriate to their stage of development. These goals are taken from *The Formative Years* and are reflected in curriculum positions in Ontario school boards.

On the basis of *The Formative Years*, the evaluation of the child's progress has become more of a continuous record of his growth in the five areas previously mentioned. Such records usually are a collection of samples of the child's work, teacher observations and anecdotal reports. Evaluation of a child is only based upon his stage in comparison with his previous stage of development.

Special Education

Special education services play a unique role within the regular school framework by providing extra and different support for children having difficulties within the school environment. "While the sensitive teacher will anticipate wide variations and be prepared to cope with them, it is occasionally necessary to accept the fact that there are children who show such divergence in their physical, intellectual, communicative, social, or emotional development that major curriculum modification and/or special services must be provided for them." (EPJD, 1975, p.11).

Children having inordinate difficulties may find help through special classes with lowered enrolment (10-15 students). Such classes frequently are described as perceptually handicapped, slow learners, learning disabled, opportunity, special program, learning resource, emotionally disturbed, low vision, hearing loss and physically handicapped class, depending on the perceived needs of the children enrolled. These classes range from totally segregated classes to partial integration with regular classes to resource teacher management within a mainstreaming model.

The goals and curriculum of these classes are the same as for regular classes. "The focus is still on the individual and his or her optimal development as a skilled, free and purposeful person, able to manage himself or herself in an open society." (EPJD, 1975, p.11).

The number of such classes within a Board depends upon the Board's emphasis on providing for these children by means of "special education". However, it is commonly accepted that there are approximately 10% of our school students who need special services. Many of these students do not require special class placement and may be assisted through resource person assistance on a withdrawal or in-classroom basis.

French as a Second Language

a) Historical Overview

It is interesting to note that Egerton Ryerson first prescribed French for the grammar schools in 1854. However, at that time only about one third of the students took it. Until the 1960's, French was taught with an emphasis on grammar, on translation and on written communication. The stress on reading and writing was continued despite research and teacher pressure for change. Teachers sought to shift the stress to

the living, spoken word. In the 1960's parents began to demand oral French in the elementary schools and consequently there was a great increase in the number of Boards offering French below the grade 8 level. As there was no consensus on the optimal age to begin French instruction, there were a wide variety of programs and many different levels where it was first offered. Few materials were available for elementary school teachers and when materials were prepared, only the oral aspect was emphasized. This was in part a reaction to the earlier stress on the reading and writing components. A major change in the shift of emphasis from reading and writing to understanding and speaking was required in order to establish French in the elementary schools. The new programs required a different instructional methodology. As well, the disappearance of the grade 13 departmental examination had an impact on the "French as a second language" program in Ontario. Present programs reflect this impact.

Types of Programs. The Ministry of Education encouraged school boards to provide French as a second language programs for their students. There are three approaches to offering French as a second language. The first is a core program. It provides for 20 to 40 minutes of French instruction daily. The second is the extended program. It provides 20 to 40 minutes per day of instruction in French plus the teaching of one or two other subjects in the French language. The third is the immersion program where instruction is in the French language for one-half or more of the student's program.

During 1977 the Core program in elementary schools involved 677 JK students, 16,724 K students, 36,682 Grade 1 students, 128,525 Grade 2 students and 123,158 Grade 3 students. The extended program involved 5,105 Grade 1 students, 4,749 Grade 2 students, and 5,057 Grade 3 students. The Immersion program was offered to 117 JK students, 5,705 K students, 2,189 Grade 1 students, 1,815 Grade 2 students, and 1,292 Grade 3 students (Ministry of Education Table 4.38, July 1978).

b) French-Language Schools

French-language schools are schools which are generally set up to serve students whose first language is French. In Ontario in 1977 there were 296 French-language schools, Public and Separate systems combined, with 32,727 pupils enrolled from JK to Grade 3 inclusively (Education Statistics, Ontario, 1977).

Hospitalized and Homebound Education Programs

"It is the right of school age children to have access to a learning program that will lead them to develop fully to their optimum capacity. It is the responsibility of the educational authority to provide facilities, resources and personnel to enable each pupil to reach this goal. No child is expendable" (Ministry of Education Booklet, *Education for Students who are Homebound, Hospitalized or in Residential Treatment Centre*).

One of the Board's responsibilities, a relatively small service, is known as "Hospitalization and Homebound Instruction". Under the jurisdiction of the Special Education department of each board, this service provides an educational program for children who are unable to attend school for extended periods of time because of illness or injury. The "primary objective is to provide educational programs of the same quality and having the same goals as the regular school sessions which, by reason of their disabilities, the students are unable to attend. Thus, an important function of the programs is to ensure continuous instruction while the students are homebound or hospitalized and so prevent educational retardation due to absence". (*Education for Students who are Homebound, Hospitalized or in Residential Treatment Centre*, p. 5).

Programs are tailored to the needs of the individual child and can be divided into three categories: short-term programs, long-term programs and programs for the terminally ill child.

(a) Short-term programs stress the "basics" so a child may return to the main stream of his classroom with few readjustment problems. Sometimes, special interest classes (such as visits by ROM staff or music specialists) are held.

(b) Long-term programs require instruction on skills for preparation for adult life. At the primary level, this would again begin with the "basics" and proceed to developing talents and interests which would satisfy the child's need for other kinds of stimulation. With the older children, this may move in the direction of training for a job.

(c) The terminally ill child who is able may receive special program instruction at home or in the hospital. These programs are very important to the child's and parents' need for emotional support. It allows the child to build a sense of belonging and participating in the world around him/her. It also provides support to the members of the family in a time of coping with eventual death. In most cases, the instruction sessions run from 1 to 1½ hours per week, dependent on the state of the child's health. In hospital settings, where full-time staff are available, lessons are more frequent.

Practices for the provision of instruction for a sick child vary with a board's ability to provide services. Some boards are able to provide taxi service for children with injuries and capable of travel to attend in their regular class program. Many boards provide teachers who conduct programs in the hospital. For example, any child staying more than one week at Toronto's Sick Children's Hospital receives instruction. Kindergarten children are usually not enrolled because of the stress on academic skills.

Teachers are usually trained in Special Education and work under that department of the board. They work closely with medical staff, parents and classroom teachers to provide programs tailored to the individual child. In bigger hospitals, teachers are assigned to specific wards and are included in workshops of the ward's medical team. Regular reports to the teacher in the community school where the child may return are important to keep the child's relationship with his/her teacher alive.

Private (and Independent) Schools

The number of private elementary schcols in Ontario in operation as of September 1977 is indicated in Table 18:

Table 18
Private Schools[1] by Level of Instruction, September 1977

Level	Number of Schools	Percentage distribution of schools	Enrolment			Percentage distribution of enrolment
			Male	Female	Total	
Elementary	176	50.9	8,786	8,044	16,830	27.5
Secondary	95	27.5	12,450	14,348	26,798	43.7
Elementary and secondary	70	20.2	9,431	8,008	17,439	28.5
Other	5	1.4	85	98	183	0.3
Total	346	100.0	30,752	30,498	61,250	100.0

1 Four overseas inspected private schools have a combined secondary school enrolment of 760. These students are not included in the totals shown.

Many of the private schools are affiliated with a religious group; others are non-sectarian. The Ontario Association of Alternative and Independent Schools has provided a recent listing (Table 19) of these categories with an approximate count of those providing elementary schooling:

Table 19
Private School Groups

59	Mennonite
53	Ontario Alliance of Christian Schools
32	Christian Schools
17	Montessori
8	Jewish
13	Roman Catholic
11	Seventh Day Adventist
6	Non-sectarian community schools
3	Linguistic French
1	Waldorf
1	Froebel
51	Others (elementary, secondary, 2:1 ratio)

A private school as defined in the Education Act (Section I) is an institution which provides instruction in any of the subjects at the elementary or secondary level during school hours and on school days for 5 or more children of or over compulsory school age. Private schools usually operate without the support of public funding. The regulations for setting up and inspecting a private school are contained in the Education Act, 1974 (Section 15). The practice of supervising or inspecting the private schools is generally limited to the secondary level with very little evaluation at the elementary level unless specifically requested by the Minister of Education or a person operating a private school.

Table 20
Private School Enrolment[1] by Grade (1968-1977)

Elementary Grade	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977
J.K.	1,168	1,532	1,462	1,629	1,487	1,652	2,183	2,021	2,027	2,122
Kind.	971	997	1,017	1,056	1,010	1,178	1,536	1,668	1,808	1,733
Grade I	2,078	2,128	2,224	2,075	2,071	2,123	2,238	2,611	2,656	2,752
Grade 2	1,932	2,036	2,126	2,214	2,062	2,120	2,207	2,311	2,577	2,667
Grade 3	1,942	1,961	2,139	2,229	2,221	2,195	2,251	2,361	2,386	2,684
Grade 4	1,790	2,000	2,060	2,160	2,250	2,379	2,348	2,342	2,398	2,466
Grade 5	1,851	1,907	2,163	2,207	2,277	2,429	2,622	2,638	2,582	2,576
Grade 6	1,829	1,896	2,046	2,296	2,360	2,487	2,632	2,796	2,759	2,670
Grade 7	1,891	2,053	2,308	2,421	2,572	2,743	2,901	3,066	3,254	3,151
Grade 8	2,028	1,968	2,188	2,354	2,480	2,734	2,826	2,952	3,109	3,254
Ungraded Other	357	216	123	147	417	398	378	83	96	370
Total Elementary	17837	18694	19856	20788	21207	22438	24122	24849	25652	26445

[1] As of the last school day in September.

Table 20 leads to the following observation about JK, K, grades 1, 2 and 3:

1) Keeping in mind that JK began to appear in publicly-funded schools in 1966 (Tables 1,2) and more significantly after 1970, JK in the private schools has nearly doubled its enrolment since the public schools'and separate schools' JK's opened.
2) Kindergarten enrolment in each year is significantly lower than that in JK, that is, a number of children who attended private Junior Kindergarten did not return for Kindergarten. Kindergarten enrolment over the 10-year period also doubled though one-year decreases appear sporadically,
3) Enrolment in grade 1 doubled that of K in each year. Grade 1 enrolment grew at a much slower rate over the ten-year period. Grade 2 enrolment was minimally lower than grade 1 in each year. Grade 3 enrolment appears relatively consistent with that of Grade 2.

Conclusions

1) Junior Kindergarten and Grade 1 are the significant years for enrolling children in private schools.
2) Private schools have continued to grow over the last 10 years. Total provincial enrolments have increased by 48% over the period 1968-1977. (Separate schools have experienced only a 3% provincial enrolment growth in the same period, while Public Schools have had a no-growth period since 1970. See Tables 1, 2.)

What Are the Attractions of the Private Schools?

A survey of specific private school programs was not part of the research scope since the numbers in these institutions were relatively small in comparison to those participating in publicly-funded programs. However, the search for figures and literature related to these Early Childhood programs in general has revealed descriptive information.

Private schools may be divided into three groups:

i) those with a specific and traditional religious perspective (Christian, Jewish);
ii) those which emphasize educational excellence in the traditional mode; and
iii) those which offer an educational alternative (This group will be treated in a separate section).

i) Schools with a Religious Perspective

In an open letter to the leaders of political parties in Ontario in January 1978, the director of the Ontario Association of Alternative and Independent Schools claims that independent (private) schools provide quality value-based education and are free from ambiguity in the teaching of ethics. In an article "Public vs. Private" written in a teacher's federation publication (O.E.C.T.A., *The Reporter*), the author claims that a growing number of citizens, united in their dissatisfaction with the public system's commitment to the technocratic and secular status quo, are supporting various kinds of private schools because value orientation in courses and life style of teachers helps to give children a different world view to carry into society. By way of an addendum, a further article (O.E.C.T.A., *The Reporter*), suggests that the real divisions today are not so much between denominations, but whether or not individuals are committed Christians. It notes that the ecumenical good will now prevailing among major church groups across Canada may lead in the next 25 years to the unification of private schools under the umbrella "Christian ecumenical schools" or interfaith schools. The same article points out that a recent survey of Separate School Board Trustees in Ontario revealed that 66% of those surveyed approved of the idea of allowing the present Seprate School system to become an Ecumenical Christian School System. Thus the sectarian perspective.

ii) Schools Emphasizing Education Excellence

Those schools which attract attendance because of their reputation for providing excellence in education are difficult to document. Dissatisfaction with the quality of instruction in the basic subjects and lack of a child's progress cause parents to seek private schooling in the hope of receiving quality of instruction and more personalized attention for the child. Generally those trends would seem more applicable to parents with older children who have had experience in the publicly-funded system, but the fact remains that Junior Kindergarten and Grade 1 are significant years for enrolling children in private schools and, therefore, parents choose a child's school near the beginning of his/her education. Is the notion of educational excellence in private schools myth or reality? Present research does not provide the answer.

iii) Alternative Schools

The name "alternative" school frequently causes confusion among readers. Some authors use the name to describe all private schooling which requires alternative funding to the public system, but teaches the traditional curricula in a traditional grade framework. Other authors imply that alternative schooling means curricula, methods and priorities which differ from the traditional. This will be the meaning in use for this report. Sometimes the word alternate is used synonymously with alternative in recent writings, but for purposes of clarity will be avoided here.

The term "alternative school" came into common usage during the mid 1960's when a variety of independent and private schools emerged in response to the writings of educational theorists such as A. S. Neil, Paul Goodman, John Holt and Ivan Illich. Launched by concerned parents, teachers and students in a burst of idealism, they offered a program with different curricula, methods and priorities. Some endorsed and continue to endorse more individualized programming while others are more structured in their approach; some emphasize community within the school while others focus on community outside the school; some stress parental involvement while others do not; some offer an extended-hours program (day care) before 9, after school and during holidays. Because of economic reasons some floundered. A minority movement of parents dissatisfied with public education did not disappear.

Privately-funded. In the Metropolitan Toronto area where the opportunity for alternative education has been most prolific (a few alternative schools are scattered throughout the province), schools differing philosophically from the traditional began with the appearance of the Montessori Nursery School in 1961 followed by The Waldorf School in 1968 and The Froebel School in 1970. (Others which have since been dissolved or have recently come under a public school board's authority were also coming into operation.) Each school began by providing programs for young children and each has expanded to accommodate those children as they aged. Some Montessori schools have been pressured to add a Junior Division (6-10-year-olds) and have done so in 3 schools. (Expansion is limited by the shortage of teachers trained for this age

level.) The Waldorf School, based on the philosophy of Rudolph Steiner, provides schooling through to grade 11. The Froebel School now has schooling available to grade 5 with plans for ongoing extension. Montessori and Froebel school children return to the public school usually about grade 5 or 6.

Publicly-funded. Due to a strong force of parental pressure two alternative schools which were originally privately-funded and went bankrupt have now come under the umbrella of a public school board. This contributes to a total of 13 alternative schools (6 elementary and 7 secondary) under one public school board's jurisdiction. Such a phenomenon indicates a new attitude of trustees and administrators towards alternative education: a willingness to share responsibility for major decisions affecting the operation of the school by parents, teachers and board administrators. Administrative procedures are much the same as in the traditional school: the alternative schools work within the budget framework of the per pupil grant, are supervised by a principal or superintendent, follow the same staff-to-pupil ratio as any other school under the Board and usually locate on school board premises. In program development each alternative school has its own separate identity and approach to curriculum within Ministry of Education guidelines.

In the limited gathering of information about public and privately funded educational alternatives, a spot test of 5 alternative elementary schools was used. The following opinions were formed:

1) the idea of a low pupil-teacher ratio does not always hold true; one private school mentioned a ratio of 28:1 in K ;
2) parents are often teachers and professionals seeking an alternative for their child ;
3) waiting lists frequently exist in the private and public alternative schools;
4) the primary alternative schools (under a school board) are growing at a faster rate than the secondary alternative schools;
5) parents pay about $100 per month and more for one child's full-day attendance in a private alternative school;
6) children generally are in multi-age family groupings; students are expected to take more responsibility for their own studies than at conventional schools;

7) parental involvement in the schools is generally high.

A recent study sponsored by Learnxs Press (Durno, 1978) makes some interesting conclusions about the alternative school movement:

1) The more radical element present in the organizational years of the movement has been replaced by quiet determination to work from within the present public systems and make changes.

2) There has been a declining interest on the part of parents and students in the administration of the alternative schools, though they continue to be dissatisfied with the regular school system.

3) Traditional schools seem more secure places to be because of the present concern for diplomas, jobs and financial security. Expression of individuality is not the goal of the students of the seventies as it was of those of the sixties.

4) There is a high turnover of students in the alternative schools.

5) Teachers in alternative schools are under more pressure than their counterparts in regular schools.

Durno's remarks summarize the present state of the alternative school movement: some public boards have come to realize that they must serve a plurality of interests and so have allowed the regular schools to offer a wide variety of programs. Parents who choose an alternative school generally do so because of individualized programming, back to basics philosophy or a particular approach to life which the school offers. But these schools are not meant for everybody. They do provide an option for students, teachers and parents unable to work happily within regularly structured schools.

4 Case Studies

OVERVIEW

Two important groups in the 3-8-year-old population of Ontario are those children of native ancestry and those of other ethnocultural origin. The Ontario government, cognizant of this fact, formulated a multicultural policy in May 1977 which "seeks to ensure the right of individuals and groups to maintain and develop their ethnocultural heritage and language". The policy simultaneously places an obligation on the individual to participate in the Canadian society as a developing culture by sharing his cultural heritage.

The Ministry of Education, anxious to implement the multicultural policy during the early school years, provided two specific documents to be used in the Primary and Junior levels. *People of Native Ancestry* is a resource guide to develop an appreciation of the heritage and cultures of the original Canadian people; *Multiculturalism in Action* is a document which gives practical suggestions for cross-culture studies.

In addition to resource guides as support for curriculum studies, the Ministry of Education also permitted school boards to establish Heritage Language Programs which would be offered in addition to the regular school day and during the summer months. According to the latest unpublished Ministry of Education figures (1977-78) 45 school boards offer instruction in 30 languages and enrol a total of 52,680 children. In such a program students learn a language other than English or French - usually their native tongue. This program is open to all students attending public and separate elementary schools. Enrolment is not obligatory; it is a voluntary program

over and above the regular school day curriculum. Most classes take place after school, in the evening, or on the weekend. Classes may take place during the day where the school day is extended. Students spend up to 2½ hours per week developing basic language skills. Curriculum materials and techniques vary according to the background of the child and availability of materials. There is an average of 25 students per class; classes are offered for all children of elementary school age.

While recognizing that rich contribution which children of varied background make to the quality of education, educators are at the same time aware of the cultural clashes and adjustment problems which these children experience in the new society. In order to document these concerns as they relate specifically to 3-8-year-old children, an interview schedule was set up with representatives of native and other ethnocultural associations. The native association represents those Indian families who have chosen to live in urban areas. The other ethnocultural groups were chosen with a view to providing an illustrative picture of the immigrant population in Ontario. The individuals interviewed satisfied the following criteria:

a) often spoke for the group
b) experience as a parent
c) had worked with educators

In each interview a pre-established set of questions was posed and the responses tape recorded. The following is a sample of the questions asked:

QUESTIONNAIRE SAMPLE

1. Does your group have a Heritage Language program?
   Are there many 3 - 8 year olds enrolled?
2. What kinds of other programs does your group provide for children 3 - 8 to learn about their culture?
3. What is most difficult for them to learn?
   Language -
   Heritage -
4. What is easiest for them to learn about their heritage and traditions?

5. What does your group do to inform the school about your language or cultural programs? How could the school staff be involved or should they?

6. Do you provide any special accommodations (programs, classes, play groups) for children 3 - 8?

7. How do you feel about the way Ontario schools suit your children? What do you like best about them and what else would you like to see put into the schools? Any special needs of your children that are not met?

8. Were there any customs or traditions that had to be sacrificed in fitting into Ontario schools?

9. How do your children feel about sharing traditions or speaking their language? Do they bring friends home? Are they proud to bring objects from their heritage to school?

10. Would you prefer teachers from your cultural background to teach your children? Are you aware of any conflicts between teachers/parents?

11. How often do you visit the school? Do you feel parents are comfortable or intimidated by the idea of visiting the school? Why?

12. How do you help children to learn English? Which language should be taught first?

13. Should teachers be required to have special training to handle immigrant kids?

14. Do you think there is any difference in the problems of new immigrant children and those from second generation parents?

15. What special provisions would you suggest for 3 - 8 year olds as opposed to older children?

The interviews took place in a convenient location for the interviewee, usually the association centre or in a private home. The duration of the interview varied from 30 minutes to 2½ hours. While the interviewers tried to circumscribe the content of each interview around two particular concerns a) the convergence of home and school goals and b) the efforts of the group to transmit language and heritage, they met with many difficulties. The resulting CASE STUDIES are a documentation of conflicts and contrasts of families and children adjusting to Ontario schools.

The paragraphs included at the end of each case study were chosen to illustrate the point of view of a child from the group interviewed. The quotations are from a collection of writings of children of ethnocultural background, *Come With Us--Children Speak for Themselves* (co-ordinated by Judy McClard and Naomi Wall, Women's Educational Press, Toronto, 1978).

Case Study A

Group A, part of the 1970's immigrant influx, is distinguishable by colour and speech. Young families (many professionals) are highly evident amongst the group, and many of them have 3-8-year-old children. Parents believe in transmitting the mother tongue as a first priority but do not press for a Heritage Language Program because they think of the cost as being a further burden to the taxpayer. Language classes are conducted at the Community Center and the place of worship. No specific classes exist for the study of culture and heritage because of the lack of funds. Religion is the focus for the transmitting of language and heritage. Strong emphasis is placed on the edification in humanitarian principles starting with the very young. Recognition of the religious days is desired as part of a cross-cultural elementary education.

The well-being of the young child in the school is of prime concern to the group. (The group has suffered from a wave of racial backlash.) Because of the traditional child-rearing practices, boys enjoy great freedom while girls are expected to share in the housekeeping duties. In the school system a separation of boys and girls is desired; co-education does not match the traditional values of this group. Little girls are taught not to play with little boys. They are encouraged to be shy and retiring. They are not encouraged to speak spontaneously and often are criticized by teachers for lack of initiative and participation.

There exists a certain uneasiness among Group A parents that their children are subject to subtle discrimination on the part of teachers. Therefore, they feel teachers must be given special training and sensitization to deal with children of multi-cultural groups. (Group A community is conducting a campaign through film, lecture and discussion to promote understanding and harmony.) The group maintains that the teacher plays a double role in relation to Group A children. If she is of similar ethnic background, she can be a strong force in sensitizing and informing her staff of the heritage of the group. As an adult member of the same group she has achieved status in the school in the eyes of the little child.

Group A parents desire that their children have a healthy respect for authority, something which they see as weak in the present system. Strong support was expressed for the approach to learning in the Kindergarten program and for the opportunity to learn French. The group deplored the image of its motherland portrayed in Canadian readers and books. The detrimental effect of such misinformation they felt negates any pride a child might have in the culture and heritage and makes him/her the object of scorn of the peer group.

> Where does prejudice come from? Well, it usually comes from the parents. My mom isn't prejudiced. My dad's prejudiced with some people from other countries. He wouldn't get involved with them and he tries to pass it on to his kids. And they pass it on to other kids and it just keeps getting passed on. (McClard & Wall, 1978).

Case Study B

Group B is distinguishable by colour (black) and dialect. The largest numbers of immigrants were received in Ontario during the late 1960's. Frequently the pattern of immigration established was the arrival of the parent first, followed by a period of employment (months or years), then the arrival of the child or children. Consequently a temporary separation between parents and child occurs. Significant among Group B is the incidence of single working parents with young children. Most often the responsibility for the child's adjustment to the new society rests solely on a single parent, frequently the mother. The child has two major adjustments then to make when he/she arrives: first the reestablishment of feelings towards the parent or parents, whom the child may scarcely know, and second, integration in a school system where the majority of children may be white. The ease with which the black child adjusts to his /her new environment depends on the ability of the parents or parent to help the child through this difficult phase. The younger the child at the time of reunion, the less difficulties in adjustment he/she is likely to experience both at home and at school. (Second-generation children do not experience culture shock or the trauma of separation and reunion but may have an identity problem.)

Not only is the young black child exposed to emotional and social stress upon arrival in Ontario but academic differences in Language Arts and Mathematics often occur. To help the child catch up, a Booster Program is conducted on a classroom withdrawal basis so that the child can quickly fit into the regular classroom program. Also children whose dialect causes difficulties in communication are given help with oral English. Sometimes the dialect can be an embarrassment to the child and reduce his/her chances of making friends. Dialect, skin colour and academic differences are the main reasons that sometimes lead to black children being alienated in the classroom and developing disciplinary and/or learning problems. Parents of black children feel strongly that the younger the child begins school in Ontario, the greater are the chances of success; JK is highly desirable as most children at this young age are, figuratively speaking, "colour-blind".

Group B provides Saturday classes which offer young children the opportunity to play in groups. The classes mainly exist for the older children (sport activities and needlecraft classes) but many of the young are in the charge of the older sister or brother and so have opportunities for informal play.

Group B parents want their children to have the best educational opportunities, opportunities which they themselves may not have had. They are frequently of rural background; some parents are intimidated by teachers who speak an educational jargon they do not understand and who appear more educated than the parents; they are not accustomed to the demands of the parent-teacher interview. When a child begins school, the parent transfers the responsibility for his educational progress to the teacher. However, parents notice a distinct conflict of values between the home and the school: teachers appear to give pupils freedom that is not part of this group's child-rearing practice. Parents feel that such a conflict undermines the authority of the parent or parents. A plea for a higher representation of male teachers in the early school years was also voiced on the conviction that the young male child needs an adult male on which to model himself. The significant lack of adult males in the community is in part responsible for this need. Emphasis was placed on the significance of the young child seeing an adult black male in the school, whether he be liaison officer, teacher, etc., one whom he knows represents his group and his interests. The group also mentions that schools with a large attendance of black students should have a percentage of black teachers on staff who can help bridge the gap educationally and culturally. Special training

in psychology and sociology should be required of teachers handling immigrant students. Group B community aspires to see the provisions for teaching black history and heritage as part of a multicultural curriculum in the senior grades.

> I didn't know my mother since I was a baby. I came to Canada because my aunt and mother wanted me to come and because my grandmother was getting too old to keep me. My mother decided to send for my brother and me. When I came to Canada, my aunt asked me if I wanted to live with her, and I said, "No! I want to live with my mother". This was because I didn't know my mother since I was a baby. When I was a baby she went to Canada. When I grew up I got to come to Canada. (McClard & Wall, 1978).

Case Study C

Case Study C represents those of native ancestry, urbanized, English-speaking and distinct by colour and appearance. Significant numbers of young native families have migrated to the city; a number of native children have been adopted by non-native parents. The concerns of a few native families for the education of their young children have focused on the establishment of a single school with native curriculum and language classes. (The Ministry of Education has provided native curriculum guidelines, *People of Native Ancestry*.) For the majority of native families education is a concern of the affluent; the first consideration of the average native adult in the city is survival, that is, accommodation and employment.

The efforts of native parents to transmit language and heritage are frustrated by lack of knowledge and lack of ability. Many parents are products of the residential school system or reserve mission school; they have forgotten their native tongue or had it stamped out of them. They are English speakers. Consequently, they cannot teach their children. Being products of that era when the preservation of native language and culture was under attack from state, church and internal strife on the reserve, parents lost much of the native heritage. It is maintained that some teachers and educators intimidated native people and produced a generation of adults with a very low self-image. The interplay of these factors produces a group with very little self-confidence but struggling to recapture and learn their language and traditions.

In Toronto language classes are available at the Native Canadian Centre but are programmed for teenagers and adults. No organized activities exist for children under 8 years of age; some are enthusiastic participants in the drum and dance sessions if the family makes a visit to the centre.

The importance of the native Canadian image on which the young native child in the city models himself is strongly stressed by the group. At a very young age the child learns about the stereotype Indian, the "bad guy" of the television western. The group recommends that if the native is to adapt to the city, he must first learn to take pride in his ancestry; subsequently he can learn about non-native cultures rather than be assimilated by the predominant culture. The group recognizes that the city exposes a diversity of native languages and traditions because of the varied background from which the urbanized native Canadians are drawn. Building a strong native image at a very young age would be the thrust of a preschool program which would focus on values of native heritage: closeness to nature, that is, the appreciation of wildlife and the animals and the celebration of the mysteries of creation through dance, drumming and pow-wow. As the young child moves into a formal schooling, he should have a chance to learn about native history, the language of the tribes and the wealth of artistic heritage which he has inherited.

The presence of a member of the native community (teacher-aide, liaison officer, home-school coordinator) in the school as a model with whom the young child can identify is also asserted by the native Canadian group, especially in a city where there is a significant number of adopted native children. A plea for sensitization of teachers to the native way of responding and child-rearing is demanded. Specific factors which influence the child's progress and which may cause a teacher to label a child as having a learning problem are: the emphasis of parents on the development of keen observational skills rather than verbalization; the freedom of open spaces and lack of supervision experienced by native youngsters contrary to the organizational limitations, structure and routine necessary to the running of a classroom; the lack of a competitive spirit amongst native youngsters - parents do not "push" their children or incite them to achieve the parents' goals. The group concludes that the city and the urban school with its numerous resources can be a positive factor in helping to develop native children who know and understand their native heritage and language.

Case Study D

Group D enjoys the reputation of being one of the well-established ethnocultural groups in Ontario. Immigration to Ontario began in significant numbers in the 1950's and continued through the 60's and 70's so that many communities of the group are found in Ontario cities. This case study then concerns itself with the young children presently in the province's schools who are the second-generation offspring of the most recent immigrants. While the earlier arrivals may now speak English, the latest group generally do not. However, an important number of recent arrivals have a working knowledge of English. Differences in economic status appear between the two groups also: the immigrants of the 1950's (grandparents of the child beginning school today) were mostly labourers and blue-collar workers and had a limited education; the most recent immigrants have completed more formal education than their predecessors, enjoy a better economic status and are frequently employed in business or the professions. Early immigrants were from rural areas while the most recent are from the cities. Therefore, the life experience of today's child in this group does not differ extensively from that of the Canadian child growing up in an Ontario city.

Two particular cultural values influence the young child's adjustment to school. Most parents of Group D see the child as their most important concern and, secondly, believe that the family should be a closely knit unit. Mothers of the group, wishing to strengthen these values, encourage children to be dependent and remain close to home; experiences outside the home and neighbourhood are limited. On the other hand, when a child enters school, teachers encourage independence and self-direction as tools for social interaction and learning. Likewise some conflict arises when children can start school at the seemingly young age of four; parents traditionally feel this indicates a lack of caring for the young child. Slowly attitudes are changing in this regard as more women find it necessary to work outside the home.

Group D parents, not unlike other ethnocultural groups, show some reluctance to visit the school. The reasons are threefold: parents do not speak English and cannot communicate with the teacher; traditionally parents in the old country did not go to visit the school - the teacher visited the home if there was a problem with the child; parents feel intimidated by their lack of education. Therefore, efforts made to bridge these gaps are extremely important.

The efforts to provide school orientation programs which introduce the child to school during the spring or summer months have had some effect in building a better rapport between home and school. Pre-school nurseries conducted in conjunction with ESL classes for New Canadian mothers have been valuable in introducing parents to current practice in Early Childhood Education. (ESL classes are provided in the school for children in the Junior and Intermediate divisions but are generally considered unnecessary for children under the age of 8 years.) The opportunity for children as young as 4 years to take advantage of the Heritage Language Program has bridged a gap between parent and child. Parents are enthusiastic supporters of the school where the program is conducted as part of the regular school day: a feeling of esteem develops on the part of the child for parents because the child is developing pride in the family background and he/she is learning to speak the language of the parents. Those programs conducted after school or on a Saturday are less attractive: they extend the time spent "in school" for the child and more importantly they do not receive the interest and support of the regular school principal and staff. (Saturday classes are preferred in some circumstances because they eliminate the involvement of the regular school staff.) Quality of instruction in the Heritage Language Program has a direct impact on its success. Certified instructors with knowledge of pedagogy and young children have a greater chance of success than uncertified instructors, of whom there are many, who know and practise only the formalized methods of the old country.

The attitudes of principal and staff in the school towards children of varying ethnocultural background received scrutiny from the group. It was suggested that teachers trained in Ontario today must be sensitive to the cultural background from which the children come and, therefore, part of the teacher training and in-service training should be devoted on a regular basis to this task. Again the need for a representative in the school from the ethnocultural group was stressed, e.g., teacher-aide, volunteer, secretary or multi-cultural resource person. The policy of appointing principals and staff of ethnocultural background to schools in that ethnocultural community was praised. The value of orientation programs or pre-school Nurseries for children who do not speak English was considered most valuable in reducing the trauma of starting school.

> When I came to Canada, I didn't know how to speak English. When I went to school, I saw so many kids that I never had seen before. I felt like a mouse being surrounded by cats. Now that I know a little English, I don't feel like that no more. (McClard & Wall, 1978).

Case Study E

Group E's immigration to Ontario peaked during the late 1940's. Unique to this ethnocultural group is its highly organized system of classes for the teaching of language and culture. Strong in the desire to preserve its identity and the conviction that it is the family's responsibility to teach language and culture, the group quickly established Saturday and after-school classes to teach language. Lessons were also given in the history and geography of the motherland. The privately funded system slowly expanded to the organization of day care centres, day nurseries and Saturday and after-school classes for high school and elementary students. The establishment of the day nurseries and day care centres coincided with the educational trend which favours the teaching of language at a young age. Due to the dissension among factions within the ethnocultural group, little coordination of these educational facilities exists. Each operates a private institution with its own set of goals and objectives. Differences exist among the parents' expectations for the child in the nursery: some strongly resist the play philosophy and put emphasis on systematic cognitive skill development. These parents are anxious for the child to move on to grade 1 where "some real learning" will take place.

Public funds, too, accommodate children of this ethnocultural background through the Heritage Language Program and the establishment of specialized schools. The latter were designated by two major separate school boards in large urban areas and total three in number. These elementary schools are unique in that they offer a trilingual curriculum. The JK and K pupils in these schools attend full-day programs with half

the day's instruction in the mother tongue. Grades 1, 2 and 3 receive approximately 30 - 45 minutes instruction per day in the other language as well as the regular program in English and French. Quality of the spoken language has been a concern of parents of this group who have been involved in language classes; an effort has been made through the use of resource materials to expand the range from purely domestic vocabulary to a level of critical thinking and problem-solving so that the student will be immersed in the cultural pattern of thinking and speaking.

Parent participation in the education of the child and the activities of the school rates significantly high on a comparative scale of ethno-cultural parent participation in school activities. An early start in school is promoted because of the parents' desire for the child to learn the language early. Some nurseries accept children at 2 years of age. Saturday nurseries exist also for those children who cannot take advantage of the full weekly program. A low pupil-teacher ratio is common in these centres. The availability of television and radio programs and community festivals in the larger centres contributes to the success which this group has experienced in transmitting pride in its cultural heritage to the young.

5 Questionnaire Results

OVERVIEW: SCHOOL BOARDS

Responsibility for the operation of Ontario's educational system is shared by the Ministry of Education and 198 school boards located throughout the province.

The primary role of the Ministry of Education is to provide the educational policy from which school boards can set aims and objectives which meet the special needs of the students and community under their jurisdiction. "While the Ministry articulates the broad goals, it is the responsibility of the local school boards - through their supervisory officials - to formulate local programs that are within the rationale of the provincial policy and, at the same time, reflect local needs and priorities" *(The Formative Years*, 1975, p. 2). Therefore, in our search to examine issues related to Ontario programs for children aged 3 to 8, it was essential that a statement about the various issues from each school board be reviewed.

A questionnaire (Appendix A) was forwarded to the Director of Education of the 179 selected school boards and school districts throughout the province, requesting information on programs, policies and priorities for the education of the young child. Only 179 boards were included in this survey because it was deemed inappropriate to request information from boards as follows: "school boards on crown lands, etc., distinct from regular public and separate school boards, have jurisdiction in Department of National Defence areas, Ontario Hydro centres, hospitals, treatment centres and in other areas, not normally assessed for school purposes" *(Ministry of Education Directory Book on School Boards)*. Ninety-five school boards responded

to the questionnaire. Out of these 95, 33 (35%) of the boards were from the Separate School system; 50 were small boards (under 8,000 students and less than 20 schools), and 45 were large (over 8,000 students and more than 20 schools). The percentage of school board returns was high, especially if one considers the timing (May/June) of the survey.

The questionnaire focused on six main topics of interest:

1. Development of Core Curriculum
2. Special Needs of the Young Child
3. Provision of Special Programs and Services for the Young Child
4. School Programs
5. Leadership and Staff Needs
6. Community, Parent and School Relationships

Each section addressed different issues related to programs for the young child aged 3 to 8 and the corresponding topic. A few cautions when reading the data are advised. Note that only 50-55 boards responded to the JK section. Secondly, many boards are small and rural and, as such, needs may be of a different sort, i.e., transportation. Thirdly, each section corresponds to certain questions within the questionnaire which are identified herein. Lastly, several methods of analysis were attempted - optimal scaling, computation of means and frequencies. In many cases, representation of the data appears to be optimally presented by use of graphs rather than descriptive statistics.

Clarification of terms as they are used in this section of the document is essential. Early Childhood Education (ECE) refers to the educational period from Junior Kindergarten (JK) to the end of Grade 3. JK has been used rather than Pre-Kindergarten. This is because the only Pre-Kindergarten program school boards usually offer is the JK program. The Senior Kindergarten program is denoted by K and Grades 1, 2 and 3 are denoted by "the grades". The terms formal reading and informal reading were used in the school boards' questionnaire. In the school boards' responses to the questionnaire, there was some indication of confusion over the meaning of these terms. The questionnaire intent was simplistic in that formal reading was intended to include all instructional time in which the intent was teaching a reading skill or skills. Informal reading would be that time in which reading was a focus but actual reading instruction was not being implemented.

DEVELOPMENT OF CORE CURRICULUM

In 1975, the Ministry of Education published two documents outlining its philosophy and rationale of programs (*Education in the Primary and Junior Divisions*, EPJD) and a framework summarizing expectations and objectives for different subject areas within the Primary and Junior Divisions (*The Formative Years*). School boards' responsibility was to examine their current practices to ensure reflection of government policy and to develop new core curriculum using both of these documents.

Questions 1 through 3 of the questionnaire (See Appendix A) requested boards to indicate their responses to issues of curriculum development. Four specific factors are included in this section.

The Degree to Which Core Curriculum Is Developed

The mean, standard deviation and number of school boards responding to each question were calculated. The results are presented within the format of the questionnaire in Appendix A. In some cases, the subset of variables within each question was rank ordered to provide a nominal representation of relative importance.

Table 21 contains the results describing the stage at which the boards have progressed in their development of core curriculum in the various subject areas and for each level, namely JK, K, and the grades. The general impression is that core curriculum at the JK level is at the developmental stage, whereas at least half the boards have completed documents in most subject areas for K and the grades. The "basics" subject areas, such as Mathematics and Language Arts, rate the highest in completion. These findings, in general, appear to reflect a formal concern for K and grades programs.

The Uses of Core Curriculum

The Ministry's documents, EPJD and *The Formative Years*, were intended as guidelines of broad goals and objectives for Ontario educational programs. The Boards were also asked to indicate how their core curriculum should be used. Responses to this set of questions are presented in Table 22.

Table 21
Stage of Development of Core Curriculum

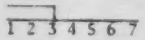
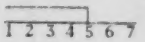
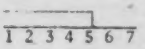
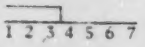
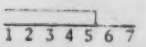
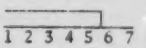
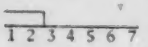
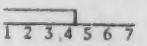
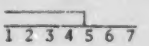
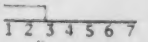
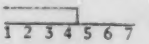
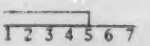
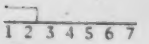
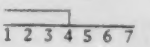
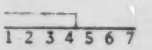
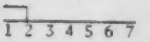
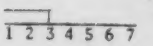
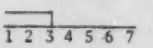
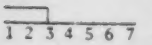
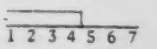
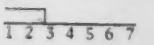
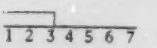
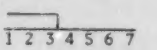
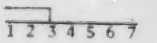
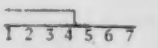
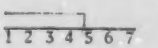
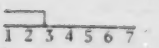
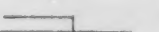
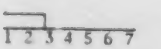
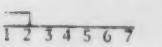
Project Area	Pre-Kindergarten	Kindergarten	Grades 1, 2, 3
Language Arts			
Math			
Environmental Studies			
Music			
Art			
Drama			
Physical Education			
Religion			
Health			
Family Life/ Sex Education			
Morals and Values			
Canadian Studies			

Table 22
Uses of Core Curriculum

Use	N[a]	%
As a framework around which teachers develop specific units	72	49
As a list of minimum competencies requisite to each level	38	26
As instructional units of detailed activities to be taught	31	21
Other (check lists, all of the above, support documents, evaluations and record keeping)	7	4

[a]Since 95 boards answered the questionnaire, 148 responses indicate that two or more options were selected by respondents.

The responses to the function of core curriculum documents indicate that in a number of boards the use is dual-purpose; in a small number of responses the function may be triple-purpose. However, in most cases, the more general use of documents as a framework around which teachers develop specific units was predominant. Boards appear to be following the policies set out in *The Formative Years* (1975,p. 3) which suggests that "much of the necessary planning (and, in some situations, almost all of it, especially in relation to day-to-day activities) must be done by the individual teacher."

The Persons Responsible for Formulating Core Curriculum

The Formative Years (1975, pp. 1-5) outlines different provincial policies regarding the responsibilities of certain persons for developing curriculum. The document suggests that "curriculum planning is a process to be widely shared" (1975, p. 3), although it is expected that the major contribution will be from professional educators.

Table 23 notes that most boards rely on committees to formulate curriculum. Seventy-eight percent of the boards used committees extensively, whereas only 36% and 34% used consultant services and supervisory officers respectively as the dominant means for curriculum formulation.

Table 23
Extent of Involvement in Curriculum Formulation

Group	Mean[a]
Committees (principals, teachers and consultants)	6.5
Consultant Services	4.8
Supervisory Officers	4.6

[a]Scale of 1-7 with 1 meaning "none", 4 meaning "some" and 7 meaning "extensively".

Table 24 provides descriptive data regarding the grade level responsibilities of consultants used in formulating the core curriculum. It is important to note that most of the consultants were responsible for JK, K, and Grades 1-3. Although boards do provide consultants who have a designated responsibility for curriculum development at the Primary level, and here one assumes an associated level of expertise for this specific level, it is interesting to note that boards made use of the varied skills of consultants who had major responsibility at other levels and in a variety of areas.

Table 24
Consultants' Grade Level Responsibility

Grade	N[a]	%
K-3	26	21
K-6	21	17
K-8	18	14
K-10	13	10
Other (Subject Areas JK-8 JK-13)	15	12
JK-K	10	8
4-6	9	7
4-8	6	5
7-10	4	3
9-13	4	3

[a]N=126 responses

Changes to Ministry Documents

Questions 2 and 3 (See Appendix A) deal with the boards' desire to change certain elements of the Ministry's documents. Three major changes were indicated.

1) Forty-seven percent of the boards desired a document similar to EPJD for the JK level. A significant number of boards (61%) would encourage the Ministry to develop guidelines for Kindergarten.
2) The boards desire more specific direction in the objectives set out in EPJD. The CODE Report (Commission on Declining Enrolment Interim #1, 1972, p. 194) suggested this also: "concern and dissatisfaction with their (boards') perceived responsibilities in this area (formulating curriculum) was repeatedly noted".
3) Table 25 indicates specific areas for which the Boards wish to have guidelines formulated for Early Childhood Education programs.

Table 25
Areas Requiring Guidelines

Area	N	% of Responding Boards
Canadian Studies	56	59
Morals & Values	47	49
Family Life/Sex Education	46	48
JK Programs	44	46
Ethnic Programs	26	27
Other (K., Religion, French, Second Language, Phys. Ed., Geography, Drama)	12	13

The 95 respondents indicated in their 231 choices that there are areas requiring guidelines for Early Childhood Education programs that should be provided by the Ministry. It is significant to note that approximately one-half of the respondents expressed a desire for guidelines dealing with the first four areas listed in Table 25. When one compares these results with those in Table 21, one notes that the areas selected for guideline development are the same as those having

the least progress towards completion of core curriculum documents.

Many of the areas which require guidelines or for which guidelines are desired are newer subjects in the system. If one looks beyond the emphasis on the "basics" which have existed in the school system for a longer period, it appears that the boards want the Ministry to provide more leadership in setting down guidelines and specifics from which boards can work.

Summary and Comments

"However spontaneous it may appear, good education requires careful planning. Planning may be formal or informal, conducted by groups or by individuals, deliberate or intuitive, continuous or intermittent, or some combination of all of these. But whatever the method, planning implies purpose and a careful correlation between means and ends" (*Formative Years*, 1975, p. 2).

The first section of the questionnaire results has dealt with the boards' policies and priorities for curriculum development.

The results indicated:

1) Process of curriculum development is time-consuming as is evident in the lack of completed core curriculum documents since EPJD came out three years ago.
2) There appears to be a great deal of confusion over roles for curriculum development:
   a) Boards want more guidelines and more specific direction from the Ministry. The policy of the Ministry of Education is to issue "guidelines rather than detailed courses of study. This acknowledges that to be effective curriculum must be closely related to the characteristics and needs of the particular pupils for whom it is planned" (*Formative Years*, 1975, p. 2).
   b) If boards have prepared their core curriculum for teachers to use as a framework for formulating curriculum, would it not be interesting to see if teachers are also dissatisfied with the lack of direction from the boards?
   c) The Ministry permits boards to decide to have Kindergarten programs or not. The broad goals, in document form, are included in the Primary Division of EPJD (p.3).

3) In most instances, the boards have followed the policies set out by the Ministry of Education: that is, committees for formulating curriculum; framework for teachers to prepare documents; moving towards preparing core curriculum.

SPECIAL NEEDS OF THE YOUNG CHILD

Much research in Early Childhood Education concerns both physical and interpersonal environment of programs for the young child. The factors which influence this environment, for the purposes of this study, fall under three categories - personnel, facilities and "special" services. This section is concerned with the questionnaire findings on boards' priorities for each of these factors.

Goals

Although goals and aims are not considered an environmental factor, they certainly provide a better understanding of why decisions for priorities are made and permit better evaluation of these decisions.

Table 26 illustrates the goals which boards deem important for ECE. The findings indicate that the individual child's development of self-image and socialization have priority over exploration of creativity and the readiness for learning skills.

Table 26
Goals for ECE

Educational Goal	Rank	JK	K	Grades
		Mean[a]		
the learning of social skills to learn to relate to others	2	6.6	6.6	6.4
the learning of skills that prepare for formal learning in school	4	3.6	5.0	6.0
the exploration of his own interests and creativity	3	6.5	6.4	6.3
the development of a good image of himself as a person and learner	1	6.8	6.9	6.9

Note: Rank order is the same for JK, K and Grades.

[a]Scale ranges from 1 "low" to 7 "high".

Again, the boards appear to be in agreement with the Ministry's guidelines: "The individual child in the classroom is the ultimate reason for the existence of our schools" (*Formative Years*, 1975).

Provisions for Special Needs

The Commission on Declining Enrolment (Interim #1, 1978, pp. 20-22) report indicated that the total provincial expenditure for education in Ontario (at all levels of schooling, university, secondary, elementary, etc.) grew from $353 million in 1950-51 to $8,917 million in 1974-75. What was the reason for this growth? Researchers suggested that the increase may be due to increased costs, such as teacher's salary or inflationary rates of costs of materials, or the growth of quality in education, such as low pupil-teacher ratio.

To understand the boards' stance on priority for expenditures regarding the special needs of young children, question five requested boards to indicate the relative importance of each factor which contributes to meeting the needs of the young child. These findings are summarized in Table 27.

The general position according to this set of results is that provision of bus transportation, an adequate adult-child ratio, availability of remedial teachers and suitable general facilities appear to have received the desired support from boards. Clearly, boards do not view day care within the school as an important priority.

When asked "What other provisions have been made by your board for young children?" the 95 respondents reported 34 additional provisions offered by boards as detailed in Table 28. In addition to offering a variation of the options provided regarding transportation and facilities, two other categories were noted: in-service development for teachers in the form of conferences and workshops on professional activity days; and special services for problem children. One implication that could be assumed from these results is that boards are attempting to improve the present educational environment before adding an extra dimension such as JK or day care services.

Table 27
Provision for Special Needs

Area	Mean	Rank
Facilities:		
Primary playground	4.4	6
Playground equipment	4.8	5
Junior washrooms	4.6	4
Lunchroom	3.1	10
Lunchroom furniture	3.0	11
Personnel:		
Adult-child ratio	5.0	2
Speech therapists	3.6	9
Remedial teachers	4.8	3
Care Services:		
Day care within school	2.1	12
Bus transportation	5.8	1
Lunch program	3.7	8
Early identification and screening programs	4.2	7

Note: Scale values were 1 "inadequate", 3 "nominal", 5 "adequate", and 7 "excellent".

Table 28
Additional Special Provisions by School Boards

Categories for Additional Provisions	N	%
Environmental Extras i.e., transportation, facilities, good equipment	8	23
In-service, Conferences	7	21
Special Services for Problem Children	6	18
JK Programs i.e., screening, summer programs	5	15
Volunteers	4	12
T.E.S.L. Classes	2	6
French Programs	2	6

N = 34

Transportation

Given that transportation was rated as a high priority by school boards in considering the needs of young children, it is valuable to inspect the factors which influence issues on transportation: time on the bus, distance from the school, and services provided. Many of the boards which answered this questionnaire are from rural districts where transportation is a necessity if children are to attend school. The results in Tables 29 and 30 provide descriptive information about the nature of service and the time involved by students who must use this facility. The boards appear to meet the requirements of the age group and school times.

Table 29

Importance of Distance and Service Factors for Transportation Issue

Factor	JK		K		Grades	
	n	%	n	%	n	%
DISTANCE						
Under a mile	20	61	39	49	19	34
Over a mile	13	39	41	51	61	76
SERVICE						
Half days	32	48	64	36	8	5
Special outings	19	28	59	33	60	39
Full days	10	15	28	16	75	50
Alternate days	6	9	28	16	9	6

Table 30

Time Factor in Transportation

Student Time		Number of Boards Reporting				
		Less Than 10/[a]	10/-19/	20/-39/	40/-60/	Over 60/
JK	Average time	5	13	10	4	0
	Maximum time	1	5	12	8	4
K	Average time	6	25	35	7	0
	Maximum time	2	6	23	27	10
GRADES	Average time	4	23	36	8	0
	Maximum time	5	3	24	29	11

[a] Note: / denotes minutes

Priorities, if Additional Funding Were Available

When economic constraints are necessary, certain priorities, although deemed important, are not always in the foreground. For this reason, Question 6 requested boards to indicate priorities for certain factors related to the special needs of young children should additional funding be directed to this level of the educational system.

Interestingly, as shown in Table 31 and represented graphically in Table 32 to provide a different perspective, those needs which are provided for by the boards are also the ones which are among those with high priority if additional funding were available. But those "other" priorities stated by boards rated highest of all. Obviously, the "other" category reflected the special interests of the respondents and hence received the highest rating. However, the number reporting other factors was relatively small in comparison to those selecting the presented options. In the Improved Services category, identification and screening was deemed important at all levels.

Summary and Comments

This section considered the policies, priorities and practices of the boards in meeting the special needs of the young child. The value boards place on factors which influence the learning environment contribute to providing "the kind of school experience which is most likely to lead to the full development of each child's potential" (EPJD, 1975, p. 3).

The results indicated:

1) Boards appear to place an emphasis upon improving existing programs rather than on developing new areas such as JK and day care.
2) Day care services are a low priority for boards; their first priority appears to be creating the "best" educational atmosphere by their choices for facilities, personnel and care services. CODE Interim Report #1 (1978) also indicated that boards have been committed to lowering pupil-teacher ratio over the last 10 years.
3) Needs of the different age groups and individual children are weighed considerably. Concern is shown for issues surrounding transportation, identification and screening, TESL and, where money and necessity dictate, Special Education programs and services.

Table 31
Provision for Special Needs

Area	JK		K		Grades	
FACILITIES	Mean	Rank	Mean	Rank	Mean	Rank
Bright surroundings	6.3	2	6.2	1	6.2	2
Primary playground	6.1	4	6.0	4	5.9	4.5
Playground equipment	6.2	3	6.1	2.5	8.1	3
Gymnasium	5.5	5	5.8	5	5.9	4.5
Junior washrooms	4.7	6	4.6	6	4.1	6
Lunchroom	3.7	7	3.8	7	4.0	7
Lunchroom furniture	3.6	8	3.6	8	3.9	8
Other	6.7	1	6.1	2.5	6.4	1
IMPROVED SERVICES						
Availability of JK	4.9	5.5	4.7	8	4.3	9
Second language alternative	3.7	9	4.3	9	4.4	8
Multi-age groups	3.6	10	3.9	10	3.9	10
Availability of a resource centre	5.2	4	5.5	3.5	5.9	2.5
Identification and screening programs	5.6	2.5	5.8	2	5.7	4
Remedial help	4.8	7	5.2	5	5.9	2.5
Bus Transportation	4.9	5.5	5.1	6	5.0	7
Supervised lunch facilities	4.4	8	4.8	7	5.3	6
Day care with school: before 9 a.m. and after 4 p.m.	2.9	11	2.9	11	2.8	11
Supervised play activity	5.6	2.5	5.5	3.5	5.5	5
Other	7.0	1	7.0	1	6.7	1
PERSONNEL						
Adult-child ratio	6.0	2	6.1	2	5.9	2
Male teacher	3.8	6.5	3.9	7	4.3	7
Female teacher	4.9	4.5	4.9	5	4.5	6
Speech therapist	4.9	4.5	5.0	4	5.5	4
Remedial teacher	3.7	8	4.1	6	5.6	3
Lunchroom attendants	3.8	6.5	3.7	8	4.1	8
Volunteer help	5.3	3	5.5	3	5.3	5
Other	6.6	1	6.7	1	6.5	1

NOTE: Scale values used were 1 "low", 4 "moderate", and 7 "high".

Table 32
Priorities Given to Needs, if Additional Funding Available

Facilities	Pre-Kindergarten			Kindergarten			Grades 1, 2, 3		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
Other-libraries (classroom equipment)									
Bright surroundings									
Playground equipment									
Primary playground									
Gymnasium									
Junior washrooms									
Lunchroom									
Lunchroom furniture									
Personnel									
Other									
Adult/child ratio									
Volunteer help									
Female teacher									
Speech therapist									
Lunchroom attendants									
Male teachers									
Remedial teachers									

Table 32 (continued)

Improved Services	Pre-Kindergarten			Kindergarten			Grades 1, 2, 3		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
Availability of Junior Kindergarten									
Second Language Alternative									
Multi-age groups									
Availability of a Resource Centre									
Identification and Screening Programs									
Remedial help									
Bus transportation									
Supervised lunch facilities									
Day Care within school before 9:00 a.m. and after 4:30 p.m.									
Supervised play activity									
Other									

4) Resource Centres were mentioned as being important by a number of boards. The rationale appears to be that everyone can use them and "effective planning implies making the best use of resources, both human and material. The presence of a rich variety of metric measuring devices, tools, materials, books and equipment is, in itself, a stimulus to learning. Common to all is the intent to provide children with a variety of first-hand experiences. These resources should be relevant, varied enough to challenge each child, and placed within reach so that they entice the learner to experiment, shape, measure, mold and master" (EPJD, 1975, p. 25).

PROVISION OF SPECIAL PROGRAMS AND SERVICES FOR THE YOUNG CHILD

Question 7A was designed to determine the amount of funding, beyond the regular financial allotment, that the boards endorsed for special programs. The findings are indicated in Table 33.

Table 33

Support for Special Programs in Specific Subject Areas

Subject Area	JK		K		Grades	
	Rank	Mean[a]	Rank	Mean[a]	Rank	Mean[a]
Library Resources	1	3.4	1	3.7	1	3.9
Physical Education	2	3.1	3	3.2	5	3.3
Math	4	2.9	2	3.2	3	3.4
French	6	2.6	6	3.1	2	3.7
Music	3	2.9	5	3.1	6	3.3
Language Arts	5	2.9	4	3.2	4	3.3
Sex Ed./Family Life	7	2.5	9	2.6	9	2.8
Visual Arts	8	2.4	7	2.8	7	3.0
Environmental Studies	9	2.4	8	2.7	8	3.0
Health	10	2.3	10	2.6	10	2.7
Drama	11	2.2	11	2.3	11	2.5

[a] Scale from 1 "none" to 4 "moderate", and 7 "extensive".

Three interesting findings appear when perusing Table 33. Library resources are of greatest importance at all levels. French is ranked second in importance at the grade levels but is ranked and rated quite low for JK and K programs. Language arts, one of the basic areas, appears to have an unduly low rating; perhaps it is assumed that this area has adequate support and does not require additional special support. The newer subject areas, such as environmental studies, are not rated highly for additional resources.

Beyond the level of program support, boards also allot individual teachers' funds for purchasing concrete materials for the classroom. On an annual basis, most teachers receive $50-$100 for this purpose. Twenty percent of the boards were unable to identify a specific amount because many principals assume the responsibility for providing these funds at the school level. Table 34 illustrates these findings.

Table 34
Funds for Concrete Materials

Allocation of Funds	$1 - 9	$10 - 49	$50 - 100
	%	%	%
Annually (n = 32)	13	25	63
Monthly (n = 7)	43	43	14
Other (n = 15)	54	13	33

54 responses

That the teacher is allowed some discretion in purchases is evident in Table 34. Of the 54 boards who chose to respond to this question, the annual allocation of funds for concrete materials was favoured. A variety of other arrangements were indicated. The incidence of those other arrangements shows flexibility and perhaps represents an internal mechanism within each school. Indeed, the amounts noted are nominal but the data did not represent all expenditures and hence do not provide a complete picture.

Boards have endorsed additional support for Special Education Services. One example of how Special Education Services operates comes from the description from the Scarborough Board:

"It is recognized that in any student population there will be individuals who require additional support or programming because of very specific and individual educational needs. There are many estimates as to the extent of this portion of the population of 'exceptional' students; a generally accepted estimate is that 10% of the students in school do have sufficient difficulties to warrant intervention in addition to the extra assistance which may be provided in the school by the teacher. Recently attention has been focused as well on students who are classed as 'exceptional' because of giftedness. It is to these exceptional students that Special Education Services directs its attention.

Special Education Services is divided into two major sections: The Program side is most familiar to teachers and includes all the 'Special classes' presently operating in Scarborough schools. The Services side involves resource personnel from the Student and Community Services Department who support teachers to accommodate exceptional students who remain in regular classes and those students who are returning to a regular class from a Special Program." (Insight Information Sheet for Scarborough Board of Education.)

Table 35 indicates the distribution of special support that boards provide for Special Education services.

Higher priority is given to Special Education services in the grades than in JK or K; classes for slow learners and remedial reading and mathematics are the services typically rated as most important. It is noteworthy that in JK and K the provision of consultants ranks first in importance. Consultants appear to be viewed as effective in counselling teachers in the provision of special approaches to children with learning difficulties. A distinction appears needed in terms of special support by the board versus regular support, for nearly all means in Table 35 are at the moderate or below level tending towards the end of the continuum designated by "none." One example is illustrative: although consultants ranked 1 for JK and K they only had means of 3.0 and 3.8 respectively, which fall below the mid-point of the rating scale. Caution is recommended in interpreting this set of data.

Table 35
Funding for Special Education Services

Service	JK		K		Grades	
	Rank	Mean[a]	Rank	Mean[a]	Rank	Mean[a]
PROGRAMS						
Remedial Language	4	2.7	2	3.6	1	5.1
Remedial Mathematics	9.5	1.8	5.5	2.8	3	4.3
Other (Speech, E.S.L., readiness, multiple learning disabilities)	2.5	2.9	10	2.5	6	4.1
CONSULTANTS	1	3.0	1	3.8	4.5	4.2
CLASSES FOR						
Hearing Loss	2.5	2.9	4	3.3	8	3.7
Other (Support and resource staff, socially handicapped, speech, autistic, co-ordinator)	5	2.4	3	3.4	4.5	4.2
Physically Handicapped	6	2.2	5.5	2.8	9	3.4
Slow Learners	7	2.0	8	2.6	2	4.5
Partially Sighted	8	1.9	8	2.6	10	2.9
Perceptually Handicapped	9.5	1.8	8	2.6	7	3.9
Emotionally Handicapped	11	1.7	11	2.2	11	2.4

[a]Scale from 1 "none", 4 "moderate" to 7 "high."

SCHOOL PROGRAMS

In the last few years many cries about poorly educated children have been heard. Many blame the lack of the "basics" in the curriculum of the schools. It was felt that the Boards should direct themselves to this issue. Questions 8 through 10, 12 and 13 requested information about current practices and policies of a variety of school programs. This questionnaire was limited to the following areas: Reading, French, Heritage and Cultural Programs, JK and Before/After-School Programs. An explanation for choosing these subject areas is outlined in each

subsection where results are reported.

Reading

Reading is one of the "basics" subject areas. It was felt that some information about approaches to reading valued by the boards would be pertinent to this study.

"Language development is a crucial part of a child's cognitive and social development" (White, 1973). "To facilitate young children's growth in language is considered one of the major objectives of early childhood programs" (Report of the Early Childhood Services Task Force on Teacher Competence, Alberta Government, 1976).

EPJD (1975, p. 46) states that there is "no one successful method of teaching reading to children." Reading, like all other learning, develops best in the context of varied experiences.

It is important to examine how boards rate the different approaches to reading at the various grade levels. Table 36 illustrates these findings.

Table 36
Reading Approaches

Approach	JK		K		Grades	
	Rank	Mean[a]	Rank	Mean[a]	Rank	Mean[a]
Language Experience	1	2.8	1	4.7	2	4.8
Individualized	2	2.5	2	4.0	4	3.9
Other (Independent, combination, informal)	3	1.8	3	3.5	3	4.8
Basal	4	1.7	4	2.4	1	5.9

[a]Scale from 1 to 7 with meaning "not at all" to 7 "extensive."

JK and K levels share the same rank order to the various approaches. However, there is less emphasis on reading as such in JK but greater emphasis on language development; hence the priority of the language experience approach at these levels. Most boards use the basal reading approach exclusively in the grades.

At the Kindergarten level the language experience approach, which develops reading through building upon a child's own language and experiences, is deemed important. It must be remembered that many educators see their role in developing these experiences differently. Perhaps this gives the explanation for such varied core curriculum and classroom activities throughout the boards. The basal reading approach is most often cited for the grade levels. In this approach children are provided with readers which have a controlled vocabulary. Through repetition and the sequencing of different skills children learn to read. This approach has been in existence for many years. Many teachers and educators use these readers in different ways. Some teachers may follow instructions for the readers precisely, whereas others may use them as a guide from which experiences in reading can be had.

Table 37 indicates that most boards recommend that reading readiness and informal reading begin in K, whereas formal reading should begin in grade 1.

Table 37
When to Begin Reading

	Level	%
Reading Readiness	K	77.3
Informal Reading	Grade 1	66.3
Formal Reading	Grade 1	84.4

French

Teaching French as a Second Language in the early years has recently attracted much attention. Wilder Penfield's research on language acquisition suggests the value of learning a second language while young. Other researchers do not believe that the child should be confused with learning another language until he has mastered his own.

The Ministry of Education strongly supports the introduction of French as a Second Language at all grade levels.

"The language base of the community has a bearing on the study of French as a Second language (10% of Ontario's population is French speaking). The environment for French study varies in different areas of the province. This variety has generated three alternative types of French programs - regular, extended and immersion" (EPJD, 1975, p. 59).

Responses to the question "To what extent are French language programs offered by your Board?" revealed that most boards do not offer programs that require attendance for either 25% or 50% of the school day. Similarly, the majority of school boards do not offer either immersion programs (JK, n = 90; K, n = 70; Grades, n = 74) or programs that require regular attendance for 25% of the school day (JK, n = 88; K, n = 73; Grades, n = 50). Although some of the ninety-five boards offer these programs, only 16 boards at the K level and 28 boards at the Grade level offer extensive programs. Detailed data regarding the number of boards and student enrolment is presented in Table 38.

Table 38
French Programs

	Type of Program	JK	K	Grades
A.	Current Enrolment			
	Core: regular 20-40 min.	677	16,724	287,000
	Extensive: over 40 min.	-	-	15,000
	Immersion: 1/2 day or more	117	5,705	5,000
B.	Number of Boards Who Plan to Offer French Programs			
	Core	20	25	28
	Extensive	-	-	-
	Immersion	-	19	18

Current enrolment for 1977-78 was obtained from Ministry of Education reports. Part B of Table 38 is data obtained from the questionnaire indicating the number of boards who plan to offer programs as described.

When asked about the desirability of French language immersion programs, 19 boards reported a moderate desire for K-level programs and 18 noted a moderate desire for programs at the Grades level. In contrast, however, 20, 25 and 28 boards, respectively for JK, K and Grades, stated a strong desire for programs that require 25% of the school day.

ESL

Table 39 illustrates the manner in which boards have chosen to accommodate non-English-speaking students within the regular school system.

Table 39
Accommodations for Non-English-Speaking Students

Categories	n[a]
Resource teacher, ESL Classes	36
Situation doesn't exist	14
Nothing (regular program)	11
Volunteers in Language	6
French Schools	5
Materials	3

[a] n = 72 responses

The boards appear to use ESL classes and resource teachers as their main source of accommodating non-English-speaking students.

This would partially explain the high priority resource teachers are given by the boards. Policy recommends that second-language instruction must permit the young child to explore new areas of knowledge "in a program that includes child-centred learning activities and small group work and that avoids excessive formal instruction " (EPJD, 1975, p. 60). For the boards in which this situation exists, ESL classes appear to be the solution to providing English instruction in small classes.

Heritage and Cultural Programs

Since 1977, the Ministry of Education has implemented a Heritage Language Program under which any group of parents (generally 20 parents or more) is entitled to approach its local school board with the request for a

Heritage Language program (any language other than French or English) for elementary children. In most cases, these Heritage Programs are in addition to the regular day programs either after school or on Saturday. As indicated in Table 40, 35% of the responding boards operate Heritage Language programs. Apart from the questionnaire results, staff on this project made a concerted effort to determine the number of children enrolled in these programs. Although no detailed breakdown of data was available, the estimate provided through consultation with various Ministry of Education officials is that about 52,000 children are involved in these classes. Reasons for not having Heritage Programs were as follows: parents in the area do not desire the program, instructors are not available, enrolment is too low, and it is not feasible to provide classes for young children. Where programs are offered, parents usually appear very keen and provide considerable support. A common differentiation was noticed in this question in terms of rural areas in contrast to urban boards with a large enrolment. Since the program is relatively new, time may see an increase in the number of boards offering Heritage Programs.

Table 40
Heritage and Cultural Programs

Programs	n	%	
		No	Yes
Heritage Language	89	65	35
Cultural Programs	85	51	49

Statements from parents of different ethnocultural backgrounds regarding the Heritage Program are offered in the "Case Studies" section, which is intended to explore in greater depth individual concerns.

Cultural Programs seem to be more prevalent throughout the boards. Forty-nine percent of the boards indicated that such programs exist in their areas. Cultural programs include activities such as trips to museums and art galleries, theatrical group performances, music and choral festivals, drama and dance classes, in-school artists, etc. Teachers appear to take responsibility for providing activities for the

various interests of children, whereas the boards' responsibility is mainly for transportation and personnel, as other costs appear to be negligible. Boards recognize and use the facilities and expertise of agencies, institutions and persons outside the school in order to optimize these offerings as requested.

Physical Education

In the case of Physical Education, equipment offers visual proof of priorities. Question 10 requested boards to consider four factors about physical education programs: facilities, personnel, time allotment and presence of programs and the provisions for such. Information recorded from the questionnaire is presented in Table 41 regarding allocation of resources, whereas Table 42 describes boards' policy on amount of time for Physical Education.

Table 41
Provision for Physical Education

Resource	Mean Response[a]		
	JK	K	Grades
Playground apparatus	4.0	4.8	4.9
Classroom equipment	4.7	5.5	4.8
Gymnasium	4.5	5.8	5.6
Additional space	2.6	2.7	2.8
P.E. consultant	2.6	3.1	3.3
P.E. itinerant teachers	1.9	1.8	1.8
P.E. programs	4.0	5.1	5.1
P.E. workshops	3.5	4.3	4.3

[a]Scale values ranged from 1 "no", 4 "some", to 7 "extensive".

There is a marked similarity in resource allocation for the three educational levels. Apart from additional space and itinerant teachers, the absolute values (approaching the mid-point of the scale or higher) in this table are noticeably high indicating marked concern for Physical Education needs.

In contrast to the grades, more physical education time is allotted to JK and K children (Table 42). It must be remembered, however, that

grade students generally have recess privileges at least twice a day for 15 minutes. Classroom equipment ranks high in JK and K; generally kindergartens have a "jungle gym" or similar climbing apparatus. Although low priority has been given to the provision of special P.E. teachers (itinerant), consultants of P.E. are more important than "other space" when a gym is not available.

Table 42
Time Allotted to Physical Activity

Time	K		JK		Grades	
	n	%	n	%	n	%
15 minutes x 5	15	34	36	44	11	12
30 minutes X 5	13	30	14	17	10	11
30 minutes X 2	4	9	16	20		
Other (30 x 3, 20 x 3, 4 X 30, open, daily)	7	16	12	14	16	18
15 minutes X 2	5	11	4	5	2	2

In all cases, the boards recognize the need for young children to have physical activity. "In Physical Education, the focus is on the significance of movement in growth and learning of children" (EPJD, 1975, p. 87). Over 60% of JK and K children have Physical Education every day, whereas in the Grades the trend changes to twice weekly.

Junior Kindergarten Program

The Ministry of Education leaves the decision to offer JK programs to school boards. This has resulted in a variety of programs being offered throughout the Province of Ontario. "Previously, a number of Early Childhood Education authorities such as Raymond and Dennis Moore were outspoken in their criticism of early admission but this antagonism was directed primarily against the emphasis upon formal instruction being imposed upon three and four year old children. The present emphasis upon enrichment is receiving an ever-increasing degree of support" (Junior Kindergarten Report, Peel Board of Education, 1977).

Approximately 30% of the 95 boards have JK programs. Forty-eight

percent of the 30% of boards responding offer JK programs in under 10% of their schools. Equally as many of the boards offering JK have the program in 75% or more of their schools. It is interesting to note that boards either have all schools with JK or a very small number of schools with JK. There appears to be nearly an even split between JK programs being offered on a limited basis and programs being offered extensively. The Peel Study indicates some reasons.

"In Ontario, many areas that established Junior Kindergarten programs did so 1) as a way of helping disadvantaged children in low income areas, with a large percentage of working mothers, and 2) as a means of offsetting declining enrollment in the elementary schools" (Junior Kindergarten Report, Peel Board of Education, 1977, p. 3).

Question 12(c) provides an indication of the boards' reasons for not having JK. These results are reported in Table 43.

Table 43
Limitations of JK Programs

Reasons (Rank ordered)	Mean[a]
Financial restraints	4.4
Debatable value of JK	3.5
Parental attitudes	2.6
Availability of nursery	2.5
Declining enrolments	2.4
Availability of day care	1.9
Pressure from community	1.6

[a] Scale is from 1 "some", 4 "significant" to 7 "extensive".

The two reasons stressed for not having JK programs were financial restraints and the debatable value of the JK program. It is worth noting that the debatable value of establishing JK, which would be a board attitude and decision, is a stronger deterrent than parental attitudes against JK. It is also important to note that many small and rural boards answered this question, where transportation is a problem. This may directly affect their attitude towards JK where young children need to maintain a rigid schedule for purposes of transportation and would require a more mature attitude and competency for

organization of their own time and care.

The research in JK has presented strong cases on both sides for the value of a JK program. The Peel Board conducted a research study in 1977 to determine the possibility for implementing JK programs into their system. The following is an excerpt from that research report on the necessity for creating these programs;

> The Early Identification and Programming Project presently piloted in nineteen Peel Schools has alerted staff to the extent of immaturity and disadvantage being experienced by an increasing number of young children in the Peel system. Junior Kindergarten would provide a means of relating to their needs at an earlier stage.
>
> Trustees and Administration are being pressured by parents to provide the same opportunities and facilities as neighbouring jurisdictions.

Arguments for implementation are:

1. To provide the increasing number of E.S.L. children in our schools with the socialization and language stimulation they require.
2. To provide for the child the variety of experiences in using language that the interest and encouragement of an informed adult can give.
3. To provide children living in high-rise accommodation or crowded living quarters experiences which will help develop intellectual, physical, social and emotional competencies that will become the foundation for the expectations of the school system.
4. To note health and physical defects at an earlier age.
5. To respond to interested and informed parents who are seeking the best possibile environment for their child.
6. To respond to working parents who support the public school system and feel they should receive the same benefits as the Separate School supporters.
7. To use space and facilities provided by declining enrolments.
8. To provide an accepting responsive atmosphere for young children who may be emotionally immature or unstable.

Arguments Against Junior Kindergarten

1. Possible increase in taxes at the outset.
2. Transportation problems with very young children.

3. Misinterpretation and pressures by some parents who feel that early schooling means early admission to Grade I (Junior Kindergarten Report, Peel Board of Education, 1977, p. 5).

In this case, the positive points seem to outweigh the negative points. However, many of these reasons do not apply to rural boards.

The last issue of this question was the age at which children can begin school. The majority of the boards require that a child beginning JK be age 4 before December 31 and for K be age 5 before December 31. This policy indicates that some children at the age of 3 are under the responsibility of the Ministry of Education in Ontario.

Since many children are under the jurisdiction of the government at a very early age, some parents have voiced their concerns about the government interfering and isolating family members.

It must be remembered that the Ministry of Education does not enforce compulsory education for the 3- to 5-year-old. This is the prerogative of the school boards and the families for which the opportunity is available.

Before- and After-School Programs

In question 13, the boards were requested to address the issue of Before- and After-School Programs. Tables 44 and 45 present summary data.

The findings on this issue indicate that most boards do not wish to provide Before- and After-School Programs. This is also expressed in the response to an earlier question which did not place day care priorities highly. However, some boards indicated they would provide such programs under special circumstances. Athletic and enrichment activities are the most favoured form of Before- and After-School Programs

Table 44
Provision of Before- and After-School Programs

	%		
Level	No	Undecided	Yes
JK	68.2	16.7	15.1
K	60.2	17	22.8
Grades	52.7	17.6	29.7

Table 45
Nature of Before- and After-School Programs

Program Type	JK		K		Grades	
	Rank	Mean	Rank	Mean	Rank	Mean
Athletic	1	3.7	2	3.9	3	4.5
Enrichment	2	3.6	1	4.0	1	4.7
Day Care	4	3.2	4	3.1	5	2.5
Other (Second Language and Cultural)	3	2.3	5	2.1	4	2.8
Special Interest Groups	5	3.2	3	3.8	2	4.7

Obviously, school boards are not interested in assuming major responsibilities for day care service but if requested to do so suggest athletic and enrichment activities as their first priority. However, it must be noted here that some day care (before and after-school) programs are located in the schools without being directly under the school boards' jurisdiction. This indicates that although boards do not directly wish to assume "day care" responsibilities, they certainly support such needs and efforts to provide them.

Summary and Comments

In the early years, the guidelines place emphasis on developing the skills the child will need to communicate adequately, to understand his or her environment and to prepare for future studies.

"The experiences of these early years mould the child's attitudes to learning and provide the basic skills and impetus for his continuing progress" (*The Formative Years*, 1975, p. 4).

The section on school programs requested boards to indicate their decisions for practices and policies for certain school areas. The results indicated:

1) In general, the school programs do not deviate from the philosophies set out by EPJD for providing programs for the individual child and indicating strong understanding of child development and individual needs.
   a) The age and grade level of the children has been considered

in certain instances, i.e. physical education, ESL.

b) Priorities for formal skill learning are more evident at the grades than at JK and K levels.

2) When compared to the regular programs offered at the K and grades level, one notes that fewer children attend JK than K. Whatever various reasons may be offered by parents, boards' responses indicated financial constraints and debatable value of JK programs. However, 20% of the children attending K in the public system did attend JK and 60% of the children from the Separate School System attended JK prior to K. As well, as noted previously, many JK-age children do attend alternate programs prior to entering K.

LEADERSHIP AND STAFF NEEDS

"School staffs, both as individual teachers and as a collective body under the leadership of the principal have the task of planning classroom programs specifically adopted to the children for whom they are responsible" (*The Formative Years*, 1975, p. 2).

For this reason, it was felt that the boards should address issues on staffing, such as quality, training and functions of different sectors of the staff; provisions for leadership; meeting the needs for professional development; assessment of needs for primary teachers and incentive programs.

Quality, Training and Function of Different Staff Sectors

There are great similarities in the findings for selection of the principals and supervisors, although more emphasis was placed at the principal level on special experience and training for dealing with young children (Table 46). It should be noted that the ability to work well with the children and community rate the highest, whereas attainment of advanced degrees or Ministry courses are among the lowest. It is interesting to note that there is some importance given to principals and supervisors knowing the language of the area to which they are assigned in preference to teaching experience with young children. This questionnaire does not provide exact figures, but it would certainly be valuable to provide a detailed analysis of the reality of principals and supervisors having experience in teaching at the JK, K and primary levels.

Table 46
Criteria for Selecting Principals and Supervisors

Criteria	Principals		Supervisors	
	Rank	Mean[a]	Rank	Mean[a]
Ability to work with community	1	6.7	2	6.4
Relate well to children	2	6.6	4	6.0
Knowledge of children & child development	3	6.4	3	6.2
Other (energy & enthusiasm, evaluation, support with staff, leadership, humanistic)	4	6.4	1	6.5
Develop instructional materials	5	5.9	6	5.8
Competency in language particular to area	6	5.4	7	5.4
Teaching experience with young children	7	5.2	9	4.8
Previous administrative ability	8	4.8	5	6.0
Examination results	9	4.4	8	4.9
Ministry courses	10	4.3	11	4.2
Attain advanced degree	11	4.1	10	4.7
Language competency in English & French	12	3.0	12	3.1

[a] Scale is from 1 to 7 with 1 meaning "low" and 7 "high".

When the boards were asked about their policy for principal selection, 15 boards stated they had a written policy. Of the thirteen written policies submitted, four selection criteria were noted: (1) a university degree and/or the principal's certificate in progress or completed; (2) classroom performance (in some cases at least five years); (3) having been in the position of vice-principal or consultant, and (4) some awareness of the community and child. It is worth noting that, although the Boards have de-emphasized certification and an advanced university degree, these were included in their policy statements. Twenty-eight boards indicated that they do not have a written policy for selection of principals. As noted previously in this report, boards want more policy direction and guidelines from the Ministry for curriculum development purposes, but wish to retain the authority to provide leadership for their own teachers, consultants

and principals. The Ministry of Education recommends that:

> "Local supervisory officials and principals have particular responsibility for providing leadership in planning and for ensuring that specific objectives and the means used to achieve them are consistent with overall purposes and priorities" (*The Formative Years*, 1975, p.2).

In order to determine the Boards' priorities for kindergarten teachers' training, question 16 was asked. The results are indicated in Table 47 in rank order according to mean response.

Table 47
Kindergarten Teachers' Desired Training Policy

Requirement in Rank Order	Mean[a]
In-service courses before transferring to this level	5.3
Other (on-going instructional evaluation, support after teaching for 5 years, update)	5.0
Require more formal education for experienced teachers in Early Childhood Education	4.7
Additional certification for teachers transferring into this area	4.1
Require a one-year apprenticeship training program for any teacher at this level	3.9
Provide a one-year apprentice training program	3.5
Require a one-year apprentice program for any teacher transferring into early year	3.4

[a] Scale was from 1 to 7 with 1 meaning "disagree" to 7 "agree".

In-service courses and more formal training in the area of early childhood education are very important. This indicates that boards recognize that special training is necessary for this level.

Provision of leadership and assistance is an issue of great importance. Tables 48 and 49 indicate the board's choice for providing leadership in the area of Early Childhood Education and who would be desired to fill the role.

Table 48
Board Support to Provide ECE Leadership

Resource	n	%
Principals/area supervisors/ consultants	17	29
Workshops, graduate courses/ professional days	15	26
Use of Ministry supervisory staff	13	22
Nothing	5	9
Not applicable	5	9
Associations of ECE	2	3
Local teachers' college	1	2

Table 49
Personnel Who Should Provide ECE Leadership

Staff	n	%
Consultants and principals	28	37
Consultants and specialists of ECE	18	24
Local boards and Ministry	10	13
All persons concerned with ECE	9	12
Other teachers	4	
Principals and supervisors	5	7
Ministry and principals	1	1
Not sure	1	1

Evidently boards feel that most of the leadership should be assumed by principals and consultants with some help from the Ministry of Education supervisory staff. Board supervisory officers do not appear to be a major resource for providing this type of leadership role.

Boards reported a variety of incentives for teachers of young children to increase their professional competencies. The number of

boards reporting each type is as follows: salary (27), payment for additional courses and paid leaves of absence (16), attendance at workshops and conferences (14), a combination of salary, workshops and conferences (8) and "professional encouragement" (8). Ten boards reported that no explicit incentives are offered.

When asked what should be provided by boards to encourage professional development of teachers, suggestions (in rank order) were as follows: regular in-service, services of consultants, conferences, after-school workshops, and updating by means of study leaves.

The boards were also requested to show the ways in which they met the needs of primary teachers. As shown in Table 50, the boards favour meeting the needs of teachers through assessment of needs (surveys and questionnaires) and providing workshops or in-service programs according to the needs shown.

Table 50
Assessing and Meeting the Needs of Primary Teachers

Mode in Rank Order	n	%
Provision of Workshops or Committees according to stated needs	25	29
Assessment of Needs through surveys	22	25
In-service by consultants in subject area	16	18
Evaluation and Consultation by supervisory staff	13	15
Nothing	6	7
Area Meetings & Visitations	2	2
Other (EPJD, pre-screening of children, primary teachers' centre)	3	3

Sixty percent of the boards have primary consultants or primary specialists. Table 51 illustrates the importance boards give certain functions of these staff members.

Table 51
Primary Supervisory Functions

Rank Order Functions	Mean[a]
Visiting classrooms	6.3
Providing workshops	5.9
Other (guest speakers, parent education, coordinating curriculum development)	5.6
Meetings at each school	5.5
Meetings in each area	5.4
Attending conferences	4.5
Organizing and operating Early Childhood Teachers' Centre	4.0

[a] Scale was from 1 to 7 with 1 meaning "not important" and 7 "very important".

It is evident that most Boards believe that all of the above functions are important to some degree, with emphasis placed upon servicing teachers directly. This emphasis follows the data presented on leadership provisions (Table 48) which supports consultants in leadership roles. It also confirms Table 50 findings that the provision of in-service workshops by consultants in subject areas is of high priority for persons in this position.

Summary and Comments

The educational staff has the opportunity and responsibility of providing for learning experiences which guide children in their intellectual, physical, social and emotional growth. As the boards must hire the educational staff which they believe best meets these responsibilities, they tend to stress an orientation for assessment of needs by staff and then focus their attention upon providing the resources to meet stated needs.

Boards recognize the need for special training and opportunities for professional development by providing in-service programs.

In-service workshops/conferences are:

a) the most important means of professional development,

b) the most important function of supervisors and consultants, and

c) the most important means for training teachers who wish to transfer to early childhood levels in the educational system.

It is through the principal that the boards are able to communicate with the parents and the community. If this communication is broken, then boards would not be able to serve the community's needs effectively. Thomas Wells, as Minister of Education, sums up this point in his statement on the Community School Idea:

> "The Principal is the Key
> To my mind the individual school principal is the essential catalyst. Look at any school which has some characteristics of a community school and you will surely see a secure, confident, people-oriented outward looking man or woman as principal. This is where it all begins."

COMMUNITY/PARENT AND SCHOOL RELATIONSHIPS

The last issue with which this questionnaire dealt was the relationship of the school to the community and parents.

One important means of relating to the community is through the parent. It is the custom of most schools to provide this communication through some means of reporting the child's progress at school. The boards were requested to indicate their policy for providing this communication and the results are summarized in Table 52.

The points raised in considering the data in Table 52 are as follows:

a) Report cards seem to function on a combination of styles.

b) Parent interviews are conducted on a term basis with reports.

c) The parent interview rated greater usage over the report card in JK. In K, the usage is consistent with the report card.

d) Grade meetings are popular with half of the responding boards.

e) Parent visitations to classrooms are general practice; a few boards resist the Open-Door policy.

f) Term auditorium programs are common to one-half of the respondents and monthly programs are used by almost one-third of the responding boards.

g) The phone is a useful means of communicating with parents for a majority of boards.

g) Home visits are more important in JK than K or Grades.

Table 52
Policy on Communicating with Parents

Mode of Communication	JK	K	Grades
	Percentage of all Responses		
Grades	71.8	96.4	96.3
Anecdotal	71.8	96.4	96.3
Check list	50	72.7	73.5
Term Parent Interview	90.2	97.5	96.4
Term Report Card and Interview	74.3	93.8	95.3
Grade Meetings	53.3	53.7	50
Cross-Grade Meetings	39.3	39.7	42.6
Parent Visits to classroom	92.5	96.3	92.9
Open-Door Policy on Visitations	86.5	80	80
Auditorium Programs			
weekly	5	6.8	6.4
monthly	9.5	28	26.4
term	56.7	61.7	64.1
Phone calls	78.4	79.5	73.4
Home visits	50	32.3	30.3

Evidently, parents' visits and interviews are the most valued form of communicating with the parents. Efforts to maintain good communication are best achieved through direct personal contact with the parents. This assumption must be held by the boards who believe in the interview system and in the open-door policy.

Question 19B requested the boards to note the ways in which they have been responsive to the community. Table 53 summarizes these results.

Table 53
Board's Response to Community

Activity	n	%
Community meetings and committees: i.e., P.T.A., Parent Ed., either organized by parents or school	31	40
Use of facilities for recreation or clubs	19	25
Both community committees and recreational facilities used	14	18
Discouraged or none	4	5
Volunteer and open-school policy	3	4
Informal through principals and parents	3	4
Political	1	1

The question probed "How is the board responsive to the community?" The data revealed little more than the traditional response in which the board sees itself as a provider of space for meetings of an educational and recreational nature. It revealed nothing which would indicate that the board exercises any leadership in a community/school liaison. It appears that the incentive is on the community's part who may approach the principal to organize a committee (P.T.A.). There is no mention of a group organized by the board that appears to relate directly to community interests apart from the educational function.

The boards were requested to indicate the degree to which they desire participation of different groups. Table 54 illustrates those findings.

At all levels, rank ordering was the same. Participation ranges from limited to extensive. Parent help was emphasized highly.

Table 54
Degree of Participation in ECE

Groups in Ranked Order	JK	K	Grades
Parents	5.3	5.6	5.5
Community Resident	4.3	5.0	5.1
Teacher Trainees	4.3	4.6	4.6
Older Children	4.0	4.4	4.3
Community Organizations	3.8	4.1	4.2
Senior Citizens	3.3	3.5	3.6
Other	2.7	3.1	2.5

Summary and Comment

Public involvement in education has increased sharply in recent years. One major result has been a closer relationship between the community and its schools. Across Ontario, communities are discovering that school buildings really do belong to people of all ages.

In the section entitled "Community/Parent and School Relationships", boards were requested to indicate how they have dealt with providing for community/school relationships.

1) Community meetings and committees were largely employed to facilitate community/school relationships. Many boards have encouraged the use of school facilities for the community needs for recreational, cultural and social activities.
2) The most valued form of communicating about pupil progress was the parent visit and interview.

OVERVIEW: TEACHERS' AND PARENTS' ASSOCIATIONS

Parents, teachers and community organizations share in the educational process. A survey of teachers' and parents' organizations was conducted in order to present a broader picture of opinions, values and perceptions from the Ontario educational scene. The mode of inquiry was one of secondary evaluation whereby representatives of various organizations were requested to offer a statement typical for the associations as their outlooks are assumed to be illustrative of individual members' views.

Identical questionnaires (Appendix B and C include a modified format containing descriptive statistics) were forwarded to 227 Teachers' Associations and 27 Home and School Associations. For organizational purposes, the reporting of data is divided into two parts: Teachers' Associations and Home and School Associations.

The response to this questionnaire was low, in part because in order to fit the time frame of the study the questionnaires were distributed just before the summer holidays. A second phenomenon regarding poor returns of questionnaires is that this procedure for assembling data has resulted in a flood of materials to prospective participants demanding many hours of concentrated attention. The comment from one individual represents clearly the respondent's position and is as follows:

> I'm sending you questionnaires that we are receiving. These people are asking us to complete these questionnaires. To tell you the truth, we're tired of compieting questionnaires. I think we discussed that at our last meeting. We will not complete any questionnaires unless they come from your office.

Clearly, if the request is through regular administrative channels,

personnel will be assigned to complete the task. The day may be near when good will may not be sufficient to have persons respond upon request to questionnaires. Only 39 of the Teachers' Associations and 5 of the Home and School Associations returned the questionnaires. Statistically, this is not an adequate representation of these organizations but the limited data will be presented to illustrate the orientation of the responding group.

This questionnaire focused on seven main topics of interest:

1) Core Curriculum and Content
2) Special Needs of the Young Child
3) Special Programs and Services
4) School Programs
5) Leadership and Staffing Qualities
6) Community and School Relationships
7) Education Financing

Points to keep in mind when reading this part are as follows:

1) Fewer persons answered the Pre-Kindergarten level in comparison to the K and grades level, suggesting that JK programs may not be available in certain areas.

2) In many instances, identical questions from the first questionnaire forwarded to the boards were included for comparative purposes in the teachers' association questionnaire. Thus, it was possible to derive conclusions from the second set of questionnaires that can be compared to the results obtained from boards on the first questionnaire.

3) In most cases, representation of the data has been translated to a verbal presentation rather than raw data via numerous tables. Descriptive statistics for this study from the two different questionnaires and from all three groups are included as appendices in this report.

4) Because the response rate was extremely low, care must be exercised in drawing general conclusions.

TEACHERS' ASSOCIATIONS

It is assumed that the findings in this subsection reflect an illustrative view of Early Childhood Education in Ontario regarding practice and desired future direction. Question 15 requested Associations to indicate their specific role in the education of young children. Thirteen of the Associa-

tions' responses indicated a teaching role. Seven indicated a role in providing conference leadership and five indicated the development of teaching materials. When asked how extensive the Association's involvement was with different sectors of the education system, the modal response reported was involvement by Teachers' Associations with the school staffs or with the school boards. There was somewhat less involvement with community advisory councils, parent groups and other teacher affiliates. The least amount of involvement was with Ministry of Education personnel.

Core Curriculum and Content

Teachers, as indicated in *The Formative Years*, must assume the dominant responsibility for operationalizing the programs and activities of learning in the early childhood years. As the boards indicated in the findings of the first questionnaire, some core curriculum has been developed in specific areas for frameworks to guide the teachers' practice in classrooms. In questions 1 through 3 of this questionnaire, the Teachers' Associations were requested to give their opinions about the content of core curriculum and the extent of their involvement in the development of it.

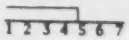
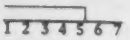
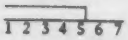
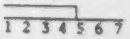
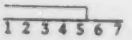
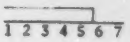
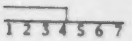
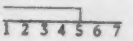
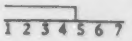
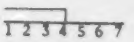
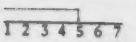
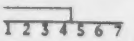
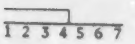
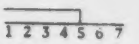
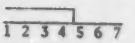
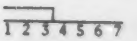
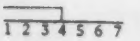
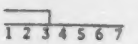
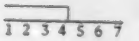
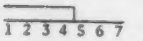
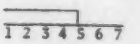
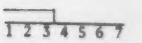
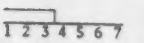
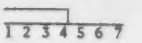
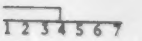
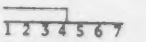
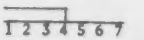
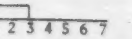
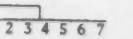
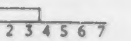
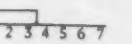
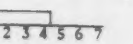
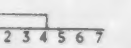
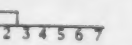
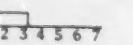
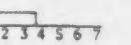
Table 55 represents a graphic display of all respondents indicating the variation and degree of satisfaction with the curriculum developed to date.

Generally, the Associations are very satisfied with the core curriculum in the grade levels. Satisfaction with Canadian Studies, Family Life/Sex Education and Drama rate the lowest. Since the boards have not progressed far in completing documents for these specific areas, the findings are not surprising.

At the JK level, approximately 50% of the respondents (here one assumes those familiar with these programs) indicated nominal satisfaction in the various subject areas. In most cases, the responses indicated a lower satisfaction than at the K and grade levels. It is suggested that the boards' lack of core curriculum may be the most relevant explanation for this set of results and conclusions.

The Ministry of Education stated in *The Formative Years* that curriculum development must be widely shared. Question 1 is directed at the issue of participation in curriculum development. The responses indicate that teachers, and parents to a lesser degree, should participate in curriculum

Table 55
Degree of Satisfaction with Stage of Development of Core Curriculum

Project Area	Pre-Kindergarten	Kindergarten	Grades 1, 2, 3
Language Arts			
Math			
Environmental Studies			
Music			
Art			
Drama			
Physical Education			
Religion			
Health			
Family Life/ Sex Education			
Morals and Values			
Canadian Studies			

development. About half of the responding Associations feel they had extensive involvement.

As an extension of question 1 and as a means to provide an explanation of these results, the Teachers' Associations were requested in Question 2A to indicate areas for which guidelines should be developed by the Ministry of Education. The Teachers' Associations indicated that guidelines should be developed (in rank order) as follows: Canadian Studies, JK Program, Moral and Values Education, Family Life/Sex Education and Ethnic Studies. Other areas suggested were Religion, Art, Language Arts and Physical Education.

When asked directly as to who should be involved in writing guidelines for Early Childhood Education programs, teachers reported that they should have the greatest involvement. Teachers' Associations indicated that committees are the favoured form for their involvement. In addition, teachers reported that developing policy guidelines and surveying teacher and parent views are important areas where they would welcome an opportunity to participate. The Associations believe they should share responsibility for preparing curriculum guidelines and in this regard the boards, the Ministry of Education and Teachers' Associations are in agreement. In summary, the results from this questionnaire indicated that:

1) Teachers are satisfied with the core curriculum at the K and grade levels but feel that considerable improvement is needed for the JK program.
2) The Teachers' Associations, in any comparison with board results, put more emphasis on having parents and teachers as formulators of guidelines.

Special Needs of the Young Child

The classroom teacher is for the most part responsible for creating the atmosphere and for structuring learning activities in which children learn. The teachers were requested to comment on the factors which affect the learning environment and board provisions for learning environments. For organizational purposes, this topic has been divided into four sections: goals, provisions for meeting special needs, transportation and priorities, and, if additional funding were available, what should be added to each program.

Summary data for the goals of ECE as outlined in Table 56 describe the mean values reported for each of four alternatives as well as the rank order of importance of each. An examination of the results reveals high ratings for each alternative with the nominal exception being less emphasis on formal activities in JK; this is consistent with general observation of classroom activities and reported practice.

Table 56
Goals for Early Childhood Education

Educational Goal	Rank	JK	K	Grades
			Mean	
The learning of social skills, to learn to relate to others	2	6.5	6.7	6.6
The learning of skills that prepare for formal learning in school	4	3.9	5.2	6.3
The exploration of his own interests and creativity	3	6.4	6.5	5.5
The development of a good image of himself as a person and learner	1	6.7	6.8	6.9

The perceptions of the Teachers' Associations on the boards' provisions for meeting the special needs of the young child are reported in Table 57. Teachers and boards are in agreement that provision of day care services is a low priority issue for schools.

Table 57
Provision for Special Needs

Area		Rank
Facilities:	primary playground	7
	playground equipment	6
	junior washrooms	2
	lunchroom	11
	lunchroom furniture	10
Personnel:	adult-child ratio	9
	speech therapists	12
	remedial teachers	8
Care Services:	day care within school	13
	bus transportation	1
	lunch program	5
	early identification and screening programs	4
	what other provisions have been made for young children? (Please specify) sports programs, musical plays, special education, excursions in the community	3

An analysis of responses to the question of transportation factors led to the conclusion that attendance of children in JK classes is lower because of transportation factors whereas at the K level this is not as influential. Apparently, the respondents felt, as did the boards, that JK children are, in general, too young to participate in situations demanding adherence to rigid bus schedules and involvement with older children in such settings. However, in most cases, the enrolment of French programs is not affected by transportation issues, as such programs are more common at the K and grades level. Although Associations admit that the boards are meeting the needs of transportation very well (note Table 57), many suggestions for improving this service were reported. Suggestions included car pools, buses for the young children, noontime buses and meeting the unique needs of the family. The underlying premise appears to be that the young child requires more attention and supervision than is often provided by bus transportation structured to meet the needs of all students. There is a marked similarity between the Associations' and the boards' responses. In contrast to boards, teachers

appear to value the primary playground and the gymnasium more, place greater emphasis on early screening and identification, and suggest that the teacher-pupil ratio for the young child should be reviewed in order to provide the desired individual attention.

Special Programs and Services

Associations were asked to indicate their perceptions of areas in which special funding had been provided. Teachers' Associations felt that special funding had been provided for library resources at the JK, K, and grade levels, and that current program for French at the K and grade levels was adequate. In general, however, teachers were of the opinion that greater support should be directed towards special programs designed for the young child.

The Associations appeared not to be involved in decisions about board financing nor in obtaining special grants for these programs. When asked how teacher requests for supplementary materials and resources could be met, board financing and special grants were felt to be the main basis of support with requests to parents and fund raising as further means to supplement what is currently available.

Provision of Special Education Services was deemed less than adequate to meet the needs of young children. Respondents indicated that the Associations were not satisfied with these services at the K level, with the exception of services in the remedial language area and consultant assistance. At the grade levels, satisfaction was noted in the remedial language and mathematics areas, and with consultant assistance. Respondents, in general, indicated dissatisfaction with provision of special education classes, and the support currently given special programs to meet the needs of the young child.

School Programs

The Teachers' Associations were asked to respond to questions regarding policies and practices in different subject areas of the curriculum. A review of all responses revealed that teachers were generally satisfied with the Ontario system to meet minimal educational needs. However, 52% of the Teachers' Associations respondents feel that the needs of the young child can be better met in a system other than the grade system. Another 40% were undecided. Only a few voiced strong negative

positions. Many teachers have ideas as to changes that are needed to make the educational system better. Alternatives suggested were systems based on the stage development of the individual child, units (primary, junior, senior), family groupings and continuous progress. The dominant position was that an alternative system would be more beneficial to the children if the education program was based on the stage development of the individual child.

The Associations felt the most frequently used criteria for judging the quality of education in a school were academic skills and student grades. Other criteria noted were student success; enthusiasm of teachers, pupils, and parents; reactions of parents, teachers, pupils and press; and the lack of problems. The general opinion of teachers was that children in grades 1, 2 and 3 read adequately and that the young child's physical needs were satisfactorily met by the schools' Physical Education program. They felt, however, that schools should coordinate their Physical Education program to a greater degree with other community organizations.

When asked if French instruction meets the needs of the country, the local community, and the children, 40% of the Associations' responses indicated the children's needs were met, 39% said the local community needs were met and 35% felt the country's needs were met. Eighteen Associations indicated that French programs should be extended and sixteen indicated that they should not be.

The value of different programs for the education of the young child has been debated by many individuals, organizations and institutional representatives without achieving consensus. For the 3- and 4-year-old child, most felt the home environment with a kindergarten program on a half-day basis was the most valued system. The underlying issue appears to be how and when to begin a formal educational program.

The Teachers' Associations were requested to comment on before- and after-school programs in Question 12. Generally, Teachers' Associations do not support before- and after-school programs within the regular school programs as now defined. However, they felt such programs should be provided in special circumstances and that if these programs were to exist, the preferred form for JK and K would be athletic programs or enrichment activities. For the grades they should be in the form of athletic programs, special interest clubs and enrichment activities.

The Teachers' Associations believe that the funding for before- and after-school programs should mainly be the responsibility of the parent whose children are participating. Some felt there should be support from the Ministry of Education and from other parents in the community.

Leadership and Staffing Qualities

In describing criteria for principal selection, Teachers' Associations felt the principals should relate well to the children, have knowledge of child development and should work well with parents and the community. The questionnaire, as well, contained a list of eleven attributes describing the most valuable qualities for a teacher of young children. Respondents were instructed to select the five most valuable qualities; the 196 selections are reported in Table 58.

Table 58
Teacher Attributes

Teacher Characteristic	Rank	No. of Mentions
sensitive to children's feelings	3	28
exercises control	10	4
has humour and imagination	6	20
perceptive of individual differences among children and able to build on them	1	34
committed to the child's well-being	5	19
orderly and consistent with rules	7	13
communicates well with parents and helps them improve their child-rearing skills	8	12
communicates with and understands the meanings of children	4	19
works well with other staff members.....	11	2
knowledge of young children and child development	2	29
skilled in teaching methods	9	16

The greatest emphasis for professional development activities of Early Childhood teachers was placed on attendance at Early Childhood conferences. Professional Activity Days and the services of primary consultants were deemed important as well. When asked if teachers should spend a portion of their summer months on professional development, 11% felt no time should be spent, another 34% felt that two weeks was appropriate, 51% felt that four weeks was adequate and 4% indicated that six weeks should be spent on such activity. There was no clear indication from the results as to what persons or which institutions should provide the desired professional assistance and leadership.

Community and School Relationships

Respondents felt there was a high degree of effectiveness in schools on reporting of the child's progress at the JK and K levels. They indicated medium effectiveness at the grade levels.

The Associations felt parent groups could effectively participate in providing support to and selection of principals and teachers through organized committees and councils. Parental functions of most importance, however, were providing a good home environment, attending meetings and interviews, and volunteering in the schools. Although parents were rated as the group that should have the most participation in school affairs, teacher trainees and community residents should also be invited and indeed encouraged to participate in regular classroom activities as well as in programs requiring special skills such as art and music. On the issue of how home and school communication could be improved: eight responses suggested that more parent volunteers would improve the communications; eight suggested more contact with parents through newsletters, discussion groups and visits; five suggested an open school policy; individual suggestions offered were smaller school boards, staff rotation, better individual contact through report cards, interviews and phone calls. Suggestions for helping the school to be more responsive to the needs of the community included the need for having the schools open more often, having more flexible hours and providing programs for parents. In regard to the latter comment, twenty Associations indicated they were not aware of any Parent Education programs in the school, whereas eight indicated they were aware of programs.

Because discipline can be interpreted within a wide framework, Associations were asked about assessment of discipline in terms of a number of factors. Replies ranked respect for others, student responsibility, and order and structure before punishment. In regard to the more positive approach in matters relating to discipline, it was deemed that parent interviews, discussion of consequences with individuals involved and removal of privileges were the most effective modes of discipline. Isolation of children from class and the use of the strap and spanking ranked sixth and seventh respectively and were practices that were viewed as unacceptable in the classroom. When viewed in relation to who was involved, the teacher was the most important person in establishing the quality of discipline in the schools with the principal, parents and other children having less importance, in this order. Recommendations for changes in current practices in discipline were as follows: eight responses indicated a need for consistency in discipline while five felt no change in discipline was necessary; four responses indicated a need for corporal punishment; four suggested more understanding; two suggested teaching self-discipline and responsibility; and three suggested more parent assistance and support.

Education Financing

An area receiving considerable public debate, as well as much attention within the educational community, focuses upon reduction of educational expenditures. Seven responses indicated that a reduction in frills and administrative costs would be advantageous. There was, however, no clear indication as to what constituted a "frill" in Ontario classrooms. Four indicated no reduction was possible if the educational system maintained the present level of program offerings. The following received three responses each: reduce duplication of programs by different agencies; more emphasis in the primary grades to reduce remedial expenses for older students; more schools to cut transportation costs; and pooling of equipment. Two responses suggested more volunteers. Thirteen suggestions were received on how to change educational financing: nine respondents recommended taxes other than property taxes, and four felt parents with children should be responsible for a greater portion of educational costs than at present.

PARENT ASSOCIATIONS

The second group of respondents to the questionnaire were representatives from Ontario Home and School Associations. The questionnaires were sent to 27 associations but returns were from five groups: 3 from rural areas and 2 from small cities. As noted previously, the time of year may have been responsible for the nominal return but, as well, the particular format of a mailed questionnaire may not be attractive to many representatives.

The responding Associations felt they were involved in the education of the young child through attending meetings on educational issues and policies, by doing volunteer work in the classrooms and by attending parent programs. Their involvement with educational sectors was mainly through the school staff, Ministry of Education staff and school boards.

Core Curriculum

Responses indicated that parents were generally satisfied with the core curriculum in the schools but they indicated a need for guideline development in areas such as Canadian Studies and Moral and Values Education as did the boards and teachers. The focus appears to be on areas in which consistent need for guidelines is perceived. Parents indicated that all persons involved in education should be involved in writing curriculum guidelines and feel that their groups should be involved at the committee and policy development level.

Provisions for the Special Needs of the Young Child

The parents responding indicated the same goals for Early Childhood Education as did the teachers and boards. All groups of respondents indicated that the prime goal of ECE should be to provide individual attention to student needs at the JK, K and grades, and that this could result by offering a variety of programs in schools.

Parents generally felt that the needs of the young child were met in terms of facilities and personnel to an adequate degree but care services were inadequate for the young child. Whereas boards indicated that bus transportation needs were being met, parents reported such service was at a nominal level. Transportation was viewed as having a significant influence on children's attendance at JK, K and French programs. It was suggested that transportation could be improved by

busing children within the city limits, establishing more local schools, using public transportation, subsidizing car pools or by having a task force study the problems.

Parents indicated that their priorities were directed towards remedial assistance, identification and screening programs, bright surroundings, and lower child-adult ratio if further funding became available. Day care services were indicated as a low priority; their response is thus similar to the responses of teachers and boards. Parents' associations indicated moderate to extensive satisfaction with funding of special programs in Language Arts, Mathematics and Library resources, whereas less satisfaction was apparent in music, environmental studies, visual arts and drama. The respondents indicated that special programs had been funded through board financing and special grants but that parents have assisted to some degree in fund raising and volunteer services. Parents indicated that teachers' requests for supplementary materials could be met by requests to parents, special grants and board financing.

Questions regarding parent satisfaction with special education services indicated moderate satisfaction with services at the K and grade levels. However, one association indicated that they were unfamiliar with special education services. One response indicated concern with quality in consultant services. Care must be taken in the interpretation of these results, when viewed in the provincial perspective, as this is indeed a very small sample from which to derive generalizations.

School Programs

Parents' Associations indicated indecision or dissatisfaction with the present grade system and indicated uncertainty as to whether the young child's needs could be better met in another system. One group responded that the child's progress should be evaluated at the end of the primary division and that remedial instruction should be provided until attainment of adequate skills for advancement was achieved. This reflects the Teachers' Association suggestion for consideration of the stage development of the child. Although it was the perception that grades and end products are the main criteria used to evaluate education, the happiness of the child, the absence of problems at school, class size, child's progress and qualities of staff are also used as criteria when the quality of education in schools is assessed.

Parents' Associations indicated that today's children in grades 1, 2 and 3 read adequately. They feel that the young child's physical needs are satisfactorily met by the school's Physical Education program and suggest the importance of coordinating the school's programs with community programs in Physical Education. They indicate that the French programs do meet the needs of the children and to a lesser degree the needs of the local community. However, the needs of the country in this regard were less well met. Most Associations felt that the French programs should be extended.

The responding Parents' Associations indicated that 3-, 4- and 5-year-old children are best provided for in the home environment with the possibility of a half-day JK, nursery school or K program. Before- and after-school programs were not favoured by Parents' Associations at the JK and K levels except in special circumstances. However, it would seem that parents feel schools should provide some before- and after-school programs in athletic and enrichment areas at the grade levels. The Parents' Associations did not feel day care should be provided at any level. If before- and after-school programs were offered, they should be supported by the parents whose children are using them and by the Ministry of Education.

Staffing and Leadership Qualities

Respondents indicated that the following criteria are the most important in selection of school principals: knowledge of young children and child development, teaching experience with young children, course work in primary methods, the ability to relate well with children, the ability to work well with parents and the skill to effectively use community resources. Their criteria seem to reflect the same priority as the Teachers' Associations and the boards. The parents indicated that ECE teachers should have a knowledge of young children and child development, be perceptive of individual differences, be able to communicate effectively with children and be skilled in teaching methods.

There was common agreement that after-school workshops in curriculum areas should be the primary source of professional development for teachers. They also indicated that teachers should be prepared to spend part of their summer months in professional development activities. Parents feel that professional development should be conducted under the

leadership of the boards and the Ministry of Education using qualified personnel.

The Parents' Associations viewed student responsibility and respect for others as the main factors in school discipline. They noted that discussion of consequences, parent interviews and removal of privileges are the most effective forms of discipline. It was reported that the parents and the teacher should share equal importance in establishing the quality of discipline and recommended conformity and parental involvement as possible changes in current discipline practices.

School and Community Relationships

The following functions for parents were deemed important for the education of the young child: participating in meetings with specialists for children with special needs, attending parent education programs and attending meetings with JK to Grade 3 teachers. Three associations indicated that there were Parent Education Programs in the schools. Schools were perceived as being effective in communicating the child's progress to the home. However, parents indicated through their responses that they wanted more meaningful involvement with the schools. The responses indicated that parents should have the most participation in ECE programs at JK, K and the grades with some involvement of teacher trainees. They suggested that schools could be more responsive to the needs of the community through providing board-sponsored parent programs, open-door programs, effective French programs and by opening the school for recreational activities and community meetings.

Education Financing

Responses on how to reduce education costs included: a cutback in administrative salaries and costs, the sharing of equipment with other community resources and discouraging waste in the schools. They suggested that education financing should be changed in order that boards with large rural populations receive larger government grants and suggested possible changes within the tax system.

6 Conclusions

As the research progressed, judgements and opinions were made by the authors. This section will highlight those issues which evolved from the research and which seemed to deserve special focus in the light of a desirable Early Childhood Education practice in this province. These conclusions point out inadequacies, discrepancies, and overlapping of services in the provision of quality child care and programs for young children.

1. The retrospective view of programs of 3-8-year-olds indicates that the province's commitment to Early Childhood Education has had a brief history. William Davis proclaimed in June 1965 that the province should take Early Childhood Education seriously. As this report shows, this approach has been fragmented and disjointed sometimes involving two or three agencies of jurisdiction. Since prevailing opinion would agree that Early Childhood Education is far too important to be left to chance and since provision of Early Childhood Education opportunities is the responsibility of both society and the home, then the government of Ontario must commit itself to developing policy at the provincial level which puts a premium on children and children's programs. The policy should initiate a public education campaign to change prevalent attitudes towards children which often make them the victims of abuse and indifference. It should co-ordinate and improve the many valuable services already available.

2. The analysis of the number of children enrolled in Early Childhood Education programs revealed that 60% of all 3-, 4- and 5-year-olds are enrolled in some formal Early Childhood Education program. Also 64% of all 0-to-7-year-olds are cared for informally by friend, relative or sitter. Conclusions contingent upon these facts are: there is strong demand for programs for 3-to-5-year-olds; there is a great need for child care. Project CHILDCARE revealed the great difficulties encountered by parents seeking good group child care and those forced to accept second and third choices for children because of the lack of desired care. The value of home care over care in a centre is debatable and it hinges on the age of the child under consideration. One fact is clear: all types of child care are needed to satisfy the preference of parents. Encouragement and incentive must be provided theoretically, and financially, to interest more care-givers to provide quality child care.

3. Private-Home care should be promoted especially in the provision of infant and toddler care. Proposed legislation to licence private-home care agencies should receive approval and stimulate a more attractive wage for care-givers. The present wage for private-home care is no incentive to those who could provide quality care to do

so. The present cost of group infant care at a Day Care Centre is the highest of all age groups needing care, but the wage paid to child care providers in a private home bears little resemblance to that paid in the Centres.

4. The Day Nurseries Act is under revision and new standards and regulations are being devised. Both the old and proposed versions lack a statement of principles and priorities of Early Childhood Education. They are cold, technical pieces of law which have little to do with the child other than regulating routines and requirements for the child care centres. The proposed legislation provides little encouragement or inspiration to the child care worker who provides such an important function. The new Day Nurseries Act should be imbued with a child-centred philosophy of Early Childhood Education that is reflected in an environment of rich interpersonal and developmental opportunities.

5. School-age day care or comprehensive day care programs are assuming greater proportions each year. Presently a number of agencies are involved in varying degrees of commitment: school boards, the Ministry of Community and Social Services, the Ministry of Culture and Recreation and municipal YM-YWCA's. School boards in general are reluctant to be involved in these programs except at the initial stages as the questionnaire results show. The variety of administrative jurisdictions acts as a disincentive to groups to develop a program. A Department of Early Childhood Education encompassing education, health, recreation and cultural concerns relating to young children could help to remove some of the deterrents.

6. English as a Second Language Nurseries now operating out of the Citizenship Branch of the Ministry of Culture and Recreation presently operate independent of the Day Nurseries Branch of the Ministry of Community and Social Services and the English as a Second Language unit of the Ministry of Education. A very important service is provided by these centres: they not only provide an enriched environment for the child and parent to learn English but

they reduce the possibility of trauma on beginning school. Equally as important they begin a parent-child growing-together experience in an educational context. These services might be expanded if they were under an educational jurisdiction.

7. The investigation of kindergarten enrolment and programs led to several conclusions in this area, the most important of which relates to core curriculum documents for kindergarten (JK and K) programs. The search for program books revealed a few programs thoroughly grounded in child development and learning theory translated into appropriate goals and challenges for specific age groups. The programs investigated were a rich fund of resource literature and guides for teachers attempting to implement programs for 4- and 5-year-olds. The existence of these few excellent documents contrasts with the desire of many boards for Ministry guidelines at the JK-K level and with the insufficiency of documents completed. The paucity of programs is surely some indication of the lack of resources (personnel and financial) of some boards in writing programs and the advantage of others in affording Early Childhood educators to compile and guide such rich programs. Many boards do not have primary consultants or superintendents trained in Early Childhood Education who could guide such a project. It is not the school boards that are at a detriment but the children in the kindergartens. This report proposes that those program books developed by various boards should be made available in a systematic way to boards who are handicapped by lack of expertise in writing such materials. Surely thousands of children should not be deprived of a well-developed program because the school board is lacking resource personnel in this area or is not aware of the core curriculum documents already compiled which could serve as a model for developing its own. There is a serious imbalance of core curriculum documents in use for kindergarten.

8. Two major conclusions were arrived at relating to Primary programs (JK-3) and primary teachers.

   The role of the primary teacher as described in the core curriculum documents is one immersed in concern for all phases of a child's development. It is a role imbued with extensive

responsibility and numerous demands. R.W.B. Jackson comments on that role in the CODE Interim Report No. 1 as it has emerged in the post *Living and Learning* era:

> Rather than making life easier for the teacher as it would appear, individualization and non-gradedness place a premium upon the teacher's role and abilities, because it now requires evaluation of each student in a different way according to student's style of learning. (p. 25)

A limited training period has attempted to arm teachers with foundations in child development, learning theory, curriculum development, detection and remediation of special learning problems, individualized program design, classroom management, and parenting skills (teachers frequently act as a surrogate parent). The demands of the day-to-day operation of a good primary program are energy-draining not only because little children are energetic and require an active program but also because of the numerous and vigorous nature of daily tasks. Those tasks frequently include the planning of a day's activities, organizing or revitalizing an interest centre, preparing for a group experience, recording the progress of individual children, communicating with a parent, supervising lunch or outside play, relating meaningfully to individual children, attending professional meetings to keep abreast of educational developments or upgrading qualifications by pursuing studies and participating in federation activities. The difficulties of teaching in an urban classroom are multiplied by the mixed ethnocultural nature of children's backgrounds and by the number of children from broken homes and one-parent families. Little time is left for teachers to gather resource materials, read resource literature related to programs or replenish energies for the next day in a private life outside the school.

While primary teachers have been burdened with layer upon layer of responsibility in the light of recent educational developments, little has been done to support the teacher in the preparation of the learning environment. Professional development days have wisely been set aside for a variety of purposes: professional development activities, parent-teacher interviews, teacher-teacher exchanges, and in limited cases individual planning. These days

are decreasing in number each year because of political pressure. But primary teachers need time each day to plan, to evaluate, and take time away from the classroom to keep a perspective on the learning environment. The primary teacher's counterpart in the senior grades and secondary level enjoys one or two planning periods a day, has less supervisory duties, less individualized programming, perhaps less communication with parents. The fact that the primary teachers continue to be overloaded with responsibility without any provision for support in planning time shows a gross underestimation of the rigorous demands of putting in practice what has been developed in theory. If a premium is to be put on the role of the primary teacher and Early Childhood Education a new assessment of the role and its demands must take place. Primary teachers need tangible support in many forms rather than increased pressure and demands. The quality of Early Childhood Education can only diminish if some support is not given.

9. Further conclusions were made relating to the kindergarten and grade programs:

   i) The incidence of K children attending school on an alternate full day basis as a measure of financial constraint raises questions about trustees' and administrators' attitudes towards the importance of a kindergarten program. The manipulation of the daily attendance pattern may engender a frivolous attitude in pupils, parents and teachers towards the programs. An investigation of the concomitant parent and pupil reaction should be carried out.

   ii) The provision of transportation for JK pupils is frequently a lure which entices parents to enrol a child in JK, no less than is the provision of child care for a few hours each day.

   iii) The growth of the family group kindergartens or multi-age grouping in a large urban area partially achieves that which the Multiple Entry Kindergarten program attempted to recognize. This experiment was based on the idea that all children in one classroom are not ready for promotion

at the end of a year because chronological age differences are reflected in maturing competency levels. Family group classes make it easier for the more able child to be accelerated to a higher group within the same classroom while the slower child may continue working at his/her level without the embarrassment of joining a younger group in September. This concept permits continuous progress in a truer sense when certain ages are grouped in a single classroom. Some have labelled it another version of the mixed grade and some are more enthusiastic about the advantages. The trend should be taken seriously and given further study.

10. Private schools have had a higher growth rate than the public or separate schools in the last decade. Junior Kindergarten and grade 1 are the years in which enrolments are greatest. This indicates that most parents are making an initial choice about a child's schooling rather than later in the child's school life.

11. The publicly-funded alternative schools of which there are 13 in a large urban centre and a nominal number of others in the province indicate a continuing number of parents dissatisfied with publicly-supported schools and looking for another choice. The most noteworthy trend is the new attitude of some school board trustees in providing more pluralistic forms of education both within the traditional schools and in permitting public support to alternative forms of education. The trend may be a positive one in that each school (alternative or otherwise) must justify and negotiate the spending of public money for innovative programs. Though provincial government and school boards have labelled these times as periods of financial constraint, the publicly-funded alternative schools are flourishing.

12. The case studies of native and other ethnocultural groups revealed conflicts between home and school specifically related to child-rearing practices and drawbacks experienced by children in adjusting to a different culture.

Because of the federal government's policy of reunification of families, Ontario can expect a continuous influx, if not larger percentage, of immigrant school-age children in the province's schools. The federal and provincial policy of multiculturalism is not an addition to the curriculum but a value that should permeate every area of study.

The following statements echo that which has already been said by groups studying multiculturalism; the application of these conclusions is important for all ages of children.

i) Each school board must endeavour to build multiculturalism into the curriculum. Any urban centre in a modern society accessible by fast transportation is a prospective centre of immigration. Patterns of mobility of the future world traveller (our students) make it essential that future inhabitants of the globe not be handicapped by attitudes of ignorance, intolerance and lack of respect for the values of other cultures.

ii) Teacher training must prepare teachers to teach in a multicultural society. In-service training may help to sensitize those at present in the field to the values of other cultures.

iii) Book publishers and specifically those who provide many books to school libraries and classrooms must ensure that their publications for use in education reflect the native and ethnocultural make-up of the Ontario population.

iv) Incentive should be provided to ethnocultural and native groups to prepare units of resource materials which would be helpful to teachers in the classroom.

v) The need for teachers of native and ethnocultural background has recently been recognized as a factor in the hiring of new teachers. Because of declining enrolment and the seniority

factor in releasing teachers, those teachers who were hired because of their background will be the first to go.

vi) The Heritage Language Program is a strong attraction which involves parents and community in a child's school.

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Ottawa Board of Education's *Kindergarten Resource Book* *1973*
Peel Board of Education's *Kindergarten Handbook* *1973*
Scarborough Board of Education's *The Program and the Four Year Old* *1974*
Sudbury Board of Education's *Kindergarten Handbook* *1973*
Toronto Board of Education's *A Program for Young Children* *1978*

Appendix A

Section 1: School Board Questionnaire

Section 2: Comprehensive Summary of the Descriptive Statistics

The Formula 2 document states that it is the responsibilities of local school boards through their supervisory officials to formulate local programs that are within the principle of the province's policy. Experience in implementing the Primary Program (EPJD) indicates how the program expectations set out in The Formula 2 Years may be achieved in an integrated and child-centered framework." In many Boards the response to that challenge has been the development of core curriculum documents.

1.(A) How well is your core curriculum developed in the following areas:

	Pre-Kindergarten							Kindergarten							Grades 1, 2, and 3							FOR OFFICE USE ONLY CARD 1
	Not at All			In Progress		Draft	Complete	Not at All			In Progress		Draft	Complete	Not at All			In Progress		Draft	Complete	1 — — — — — — 10
a) Language Arts	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
b) Mathematics	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
c) Environmental Studies	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
d) Music	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
e) Art	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
f) Drama	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
g) Physical Education	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
h) Religion	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
i) Health	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
j) Family Life/Sex Education	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
k) Morals and Values	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
l) Canadian Studies	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — — 46

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1.(B) The core curriculum documents are used as:
(Please check (✓) the relevant statement(s).)

a) a list of minimum competencies requisite to each level ☐

b) a framework around which teachers develop specific units ☐

c) instructional units of detailed activities to be taught ☐

d) other _____ ☐
(Please specify)

1.(C) What was the extent of involvement of the following groups in formulating the core curriculum?

	None			Some			Extensive
a) Committee (Consultant, Principals, Teachers)	1	2	3	4	5	6	7
b) Consultant Services	1	2	3	4	5	6	7
c) Supervisory Officer	1	2	3	4	5	6	7

1.(D) If Consultant Services were used, please indicate for what grade(s) the consultant is responsible?

JK - K ☐
K - 3 ☐
K - 6 ☐
K - 8 ☐
K - 10 ☐
4 - 6 ☐
4 - 8 ☐
7 - 10 ☐
9 - 13 ☐
Other _____ ☐
(Please specify)

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2.(A) *The Formative Years* and *Education in the Primary and Junior Division* are guides to the basic educational objectives of the Primary Division (grades 1, 2, and 3). Are similar educational documents desired for JK and K (3 to 5 year olds)?

Pre-Kindergarten							Kindergarten						
No						Yes	No						Yes
1	2	3	4	5	6	7	1	2	3	4	5	6	7

2.(B) Would the Board seek change in the EPJD document in the nature of more or less specific direction?

		Less Direction				More Direction		
Communication:	Pre-School Development	1	2	3	4	5	6	7
	Listening	1	2	3	4	5	6	7
	Speaking	1	2	3	4	5	6	7
	Reading	1	2	3	4	5	6	7
	Writing	1	2	3	4	5	6	7
	Resources	1	2	3	4	5	6	7
	Handwriting	1	2	3	4	5	6	7
	Learning a Second Language	1	2	3	4	5	6	7
Mathematics:	Math and Language	1	2	3	4	5	6	7
	Math and Representation	1	2	3	4	5	6	7
	Math and Notation	1	2	3	4	5	6	7
	Math and Computation	1	2	3	4	5	6	7
	Measurement	1	2	3	4	5	6	7
	Metrication	1	2	3	4	5	6	7
	Geometry	1	2	3	4	5	6	7
The Arts:	Drama	1	2	3	4	5	6	7
	Music	1	2	3	4	5	6	7
	Physical Education	1	2	3	4	5	6	7
	Visual Arts	1	2	3	4	5	6	7
Environmental Studies:	Health	1	2	3	4	5	6	7
	Outdoor Activities	1	2	3	4	5	6	7
	Other _____ (Please specify)	1	2	3	4	5	6	7

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3. Are there specific areas for which the Board would wish to see guidelines formulated?

a) Morals and Values Education . . . . . ☐ —
b) Canadian Studies . . . . . ☐ —
c) Family Life/Sex Education . . . . . ☐ —
d) Ethnic Studies . . . . . ☐ —
e) The JK Program . . . . . ☐ —
f) Other _____ . . . ☐ — 23
(Please specify)

"The individual child in the classroom is the ultimate reason for the existence of our schools" (*The Formative Years*). The awareness of what each child needs, of how he or she learns, shapes the learning environment provided by School Boards. In many areas special accommodations have been made for children in Kindergarten and the primary grades. As some Boards offer a Junior Kindergarten program and younger children are part of the school setting, the needs of children aged three to eight must be given special thought.

4. Please rate the importance of the following goals for a young child:

	Pre-Kindergarten							Kindergarten							Grades 1, 2, and 3							
	Low			Medium			High	Low			Medium			High	Low			Medium			High	
a) The learning of social skills, to learn to relate to others	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
b) The learning of skills that prepare for formal learning in school	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
c) The exploration of his own interests and creativity	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
d) The development of a good image of himself as a person and learner . . .	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — — 35

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5. How well has your Board met the special needs of young children in the following areas?

			Inadequate		Nominal		Adequate		Excellent	
Facilities:	a)	primary playground	1	2	3	4	5	6	7	
	b)	playground equipment	1	2	3	4	5	6	7	
	c)	junior washrooms	1	2	3	4	5	6	7	
	d)	lunchroom	1	2	3	4	5	6	7	
	e)	lunchroom furniture	1	2	3	4	5	6	7	
Personnel:	a)	adult-child ratio	1	2	3	4	5	6	7	
	b)	speech therapists	1	2	3	4	5	6	7	
	c)	remedial teachers	1	2	3	4	5	6	7	
Care Services:	a)	day care within school	1	2	3	4	5	6	7	
	b)	bus transportation	1	2	3	4	5	6	7	
	c)	lunch program	1	2	3	4	5	6	7	
	d)	early identification and screening programs	1	2	3	4	5	6	7	47

e) What other provisions have been made by your Board for young children?

_____

_____

_____

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6. If priority and funding were given to the special needs of young children aged three to eight, please rate the importance of the following factors in your view of Early Childhood Education.

	Pre-Kindergarten							Kindergarten							Grades 1, 2, and 3							FOR OFFICE USE ONLY
	Low			Moderate			High	Low			Moderate			High	Low			Moderate			High	
Facilities:																						
a) bright surroundings	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
b) primary playground	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
c) playground equipment	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
d) gymnasium	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
e) junior washrooms	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
f) lunchroom	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
g) lunchroom furniture	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
h) other _____ (Please specify)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — — 71
Improved Services:																						CARD 3 3 — — — — — 10
a) the availability of JK	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
b) the second language alternative	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
c) multi-age groups	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
d) the availability of a Resource Centre	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
e) identification and screening programs	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
f) remedial help	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
g) bus transportation	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
h) supervised lunch facilities	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
i) day care within school before 9 a.m., after 4 p.m.	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
j) supervised play activity	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — —
k) other _____ (Please specify)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	— — — 43

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6. Cont. If priority and funding were given to the special needs of young children aged three to eight, please rate the importance of the following factors in your view of Early Childhood Education

	Pre-Kindergarten							Kindergarten							Grades 1, 2, and 3							FOR OFFICE USE ONLY
	Low			Moderate			High	Low			Moderate			High	Low			Moderate			High	
Personnel:																						
a) adult-child ratio	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
b) male teacher	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
c) female teacher	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
d) speech therapist	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
e) remedial teacher	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
f) lunchroom attendants	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
g) volunteer help	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
h) other _____ (Please specify)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___ 67

7.(A) How much funding (beyond the regular financial allotment) of special programs has your Board endorsed in the following areas?

	None			Moderate			Extensive	None			Moderate			Extensive	None			Moderate			Extensive	CARD 4 4 ____ 10
Language Arts	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
French	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Math	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Physical Education	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Music	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Environmental Studies	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Visual Arts	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Drama	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Sex Education/Family Life	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Health	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Library Resources	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___ 43

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7.(B) Does your Board provide individual teachers with funds for purchasing concrete materials for their classroom?

	$1-9	$10-49	$50-100
Annually	☐	☐	☐
Monthly	☐	☐	☐
Other _____ (Please specify) . .	☐	☐	☐

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7.(C) How much special support has your Board provided for Special Education services?

	Pre-Kindergarten							Kindergarten							Grades 1, 2, and 3							
	None			Moderate			Extensive	None			Moderate			Extensive	None			Moderate			Extensive	
Remedial Language	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Remedial Math	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Other _____ (Please specify) .	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Classes for:																						
Emotionally Disturbed	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Slow Learners	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Children with Hearing Loss	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Children Partially Sighted	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Perceptually Handicapped	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Physically Handicapped	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Consultants	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Other _____ (Please specify) .	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___ 79

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8.(A) Please indicate with what frequency the following approaches to Reading are used in your Board?

	Pre-Kindergarten							Kindergarten							Grades 1, 2, and 3						
	Not at all			Moderate			Extensive	Not at all			Moderate			Extensive	Not at all			Moderate			Extensive
a) an Individualized program	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b) a basal Reader program	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c) a Language Experience program	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d) Other _____ (Please specify) . . .	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7

8.(B) The Board recommends the beginning of a Reading Readiness program in: JK ☐ K ☐ Grades 1 ☐ 2 ☐ 3 ☐

8.(C) The Board recommends the beginning of an informal Reading program in: JK ☐ K ☐ Grades 1 ☐ 2 ☐ 3 ☐

8.(D) The Board recommends the start of a formal Reading program in: JK ☐ K ☐ Grades 1 ☐ 2 ☐ 3 ☐

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	Pre-Kindergarten							Kindergarten							Grades 1, 2, and 3							FOR OFFICE USE ONLY
9.(A) To what extent are French language programs offered by your Board?	Not at all			Moderate			Extensive	Not at all			Moderate			Extensive	Not at all			Moderate			Extensive	
Immersion	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
50% of a day	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
25% of a day	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Less than 25%	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___ 37
9.(B) If the opportunity arises, to what degree would you extend the French programs?																						
Immersion	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
50% of a day	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
25% of a day	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Less than 25%	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___ 49
9.(C) Would you provide unilingual education when a group of parents exercise that preference for their children?	No			Un-decided			Yes	No			Un-decided			Yes	No			Un-decided			Yes	
Unilingual French	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___
Unilingual English	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	___ 55

9.(D) What accommodations are made to ease the adjustment of non-English speaking children into the school system? (Please specify):

_____

_____

_____

9.(E) Does the Board have

	Yes	No	
a) a Heritage Language Program	☐	☐	___
b) Cultural programs	☐	☐	___ 57

10.(A) In response to the young child's needs for physical activity, the Board provides:

	Pre-Kindergarten							Kindergarten							Grades 1, 2, and 3						
	No			Some			Extensive	No			Some			Extensive	No			Some			Extensive
a) playground apparatus	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b) classroom equipment	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c) gymnasiums	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d) other space (church hall, basement)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e) Physical Education consultant	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f) Physical Education itinerant teachers	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
g) Physical Education programs	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
h) Physical Education workshops	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7

10.(B) What is the Board's policy on time alloted per week for Physical Education?
(Please check the appropriate box(es)

	Pre-Kindergarten	Kindergarten	Grades 1, 2, 3
a) 15 minutes X 2	☐	☐	☐
b) 30 minutes X 2	☐	☐	☐
c) 15 minutes X 5	☐	☐	☐
d) 30 minutes X 5	☐	☐	☐
e) Other _____ (Please specify)	☐	☐	☐

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11. What is the Board policy for communicating the child's progress to the home?

	Pre-Kindergarten		Kindergarten		Grades 1, 2, and 3	
	Yes	No	Yes	No	Yes	No
a) Term Report Card						
- graded	☐	☐	☐	☐	☐	☐
- anecdotal	☐	☐	☐	☐	☐	☐
- check list	☐	☐	☐	☐	☐	☐
b) Term Parent Interview	☐	☐	☐	☐	☐	☐
c) Term Report Card and Interview	☐	☐	☐	☐	☐	☐
d) Grade Meetings	☐	☐	☐	☐	☐	☐
e) Cross-Grade Meetings	☐	☐	☐	☐	☐	☐
f) Parent Visits to Classroom	☐	☐	☐	☐	☐	☐
g) Open-Door Policy on Parent Visitations	☐	☐	☐	☐	☐	☐
h) Auditorium Programs						
- weekly	☐	☐	☐	☐	☐	☐
- monthly	☐	☐	☐	☐	☐	☐
- term	☐	☐	☐	☐	☐	☐
i) Regular Phone Calls	☐	☐	☐	☐	☐	☐
j) Home Visits	☐	☐	☐	☐	☐	☐
k) Other _____ (Please specify)	☐	☐	☐	☐	☐	☐

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7 _ _ _ _ _ _ 10

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No						Extensively	FOR OFFICE USE ONLY
1	2	3	4	5	6	7	56

12.(A) Does the Board provide JK programs? . . . . . .

12.(B) The percentage of schools in the Board's jurisdiction having a JK program is:

- under 10% . . . . . ☐
- 11% to 49% . . . . . ☐
- 50% to 74% . . . . . ☐
- 75% to 100% . . . . . ☐ 57

12.(C) Establishment of JK programs has been limited because of:

	Some			Significant			Extensive	
a) pressure from the community	1	2	3	4	5	6	7	
b) financial constraints	1	2	3	4	5	6	7	
c) declining enrolments	1	2	3	4	5	6	7	
d) the availability of Nursery Schools	1	2	3	4	5	6	7	
e) the availability of day care	1	2	3	4	5	6	7	
f) the debatable value of a JK program	1	2	3	4	5	6	7	
g) parental attitudes	1	2	3	4	5	6	7	64

12.(D) For a child to begin JK, the Board requires that he/she:

a) be four by December 31 ☐

b) be four by March 1 ☐

c) may enter when he/she turns four, i.e., September 1 ☐
January 1 ☐
April 1 ☐ 65

12.(E) To begin Kindergarten, the Board requires that a child be

a) be five by December 31 ☐

b) be five by March 1 ☐

c) may enter when he/she turns five, i.e. September 1 ☐
January 1 ☐
April 1 ☐

	Pre-Kindergarten							Kindergarten							Grades 1, 2, and 3							
	No			Undecided			Yes	No			Undecided			Yes	No			Undecided			Yes	
13.(A) Should Boards provide before and after school programs for young children three to eight years?	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	69
	No			Some			Extensive	No			Some			Extensive	No			Some			Extensive	
13.(B) Before and after school programs should be provided in:																						
a) special circumstances	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
b) all schools	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	75
13.(C) The before and after school programs should be in the form of:																						
a) day care	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
b) athletic activities	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
c) special interest clubs	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
d) enrichment activities	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
e) other _____ (Please specify) . .	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	25

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14.(A) What is the distance factor required for a child to qualify for bus transportation?

	Pre-Kindergarten	Kindergarten	Grades 1, 2, 3
a) under one mile	☐	☐	☐
b) one mile and over	☐	☐	☐

31

14.(B) Approximately how much time do children spend riding a school bus?

		Minutes				
		Less than 10	10-19	20-39	40-60	Over 60
Pre-Kindergarten:	Average	☐	☐	☐	☐	☐
	Maximum	☐	☐	☐	☐	☐
Kindergarten:	Average	☐	☐	☐	☐	☐
	Maximum	☐	☐	☐	☐	☐
Grades 1, 2, 3:	Average	☐	☐	☐	☐	☐
	Maximum	☐	☐	☐	☐	☐

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14.(C) The Board's policy on transportation provides service to and from school for children who attend

	Pre-Kindergarten	Kindergarten	Grades 1, 2, 3
a) Half days	☐	☐	☐
b) Full days	☐	☐	☐
c) Alternate days	☐	☐	☐
d) Special outings	☐	☐	☐

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15.(A) In selecting principals and supervisory officers, what emphasis or priority should be paid to the following criteria?

	Principals							Supervisory Officers						
	Low			Medium			High	Low			Medium			High
a) teaching experience with young children	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b) knowledge of young children and child development	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c) Ministry courses in primary methods, primary specialist, etc.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d) ability to relate well with children	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e) ability to develop and implement instructional materials	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f) ability to work well with parents and to use community resources	1	2	3	4	5	6	7	1	2	3	4	5	6	7
g) previous administrative ability	1	2	3	4	5	6	7	1	2	3	4	5	6	7
h) examination results (principal and supervisory officer certification)	1	2	3	4	5	6	7	1	2	3	4	5	6	7
i) attainment of advanced degrees	1	2	3	4	5	6	7	1	2	3	4	5	6	7
j) language competency in English and French	1	2	3	4	5	6	7	1	2	3	4	5	6	7
k) competency in language particular to the area	1	2	3	4	5	6	7	1	2	3	4	5	6	7
l) other _____ (Please specify)	1	2	3	4	5	6	7	1	2	3	4	5	6	7

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15.(B) Does your Board have specific policy regarding the selection of principals and supervisory officers? If so, please attach a copy of the policy, or outline its intent below:

_____

_____

_____

_____

_____

16. Regarding the staffing of Kindergarten and (where applicable) Junior Kindergarten teachers, the Board policy should be to:

	Disagree						Agree	
a) require a one-year apprentice training program	1	2	3	4	5	6	7	
b) provide a one-year apprentice training program	1	2	3	4	5	6	7	
c) NOT permit teachers outside of the Early Childhood Division (JK-3) to transfer to the early grades without:								
i) a one-year apprentice training program	1	2	3	4	5	6	7	
ii) in-service courses	1	2	3	4	5	6	7	
iii) additional certification	1	2	3	4	5	6	7	
d) require experienced teachers in Early Childhood Education (JK-3) to continue their formal education	1	2	3	4	5	6	7	
e) other _____ (Please specify)	1	2	3	4	5	6	7	41

17.(A) Please rate the importance of each of the following functions of the primary consultant or primary specialist in your Board:

	Not Important						Very Important	
a) Providing workshops	1	2	3	4	5	6	7	
b) Holding periodic meetings with JK-3 teachers in								
i) each area	1	2	3	4	5	6	7	
ii) each school	1	2	3	4	5	6	7	
c) Visiting individual classrooms and consulting with the teacher	1	2	3	4	5	6	7	
d) Organizing and operating an Early Childhood Teachers' Centre	1	2	3	4	5	6	7	
e) Attending conferences	1	2	3	4	5	6	7	
f) Other _____ (Please specify)	1	2	3	4	5	6	7	48

The Board does not have a primary consultant or primary specialist ☐ 49

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17.(B) In the absence of a primary consultant, what professional assistance and leadership is provided for teachers of young children?

17.(C) Who should provide professional assistance and leadership for teachers of young children (aged three to eight)?

17.(D) What incentive does the Board provide for teachers of young children to increase their professional competencies?

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18.(A) In the area of professional development for teachers in Early Childhood Education (JK-3), Boards should provide funding for:

	Not at all			Moderate			Extensive
a) services of primary consultant(s)	1	2	3	4	5	6	7
b) regularly scheduled in-service programs	1	2	3	4	5	6	7
c) after-school workshops in selected curriculum areas	1	2	3	4	5	6	7
d) updating by means of study leave	1	2	3	4	5	6	7
e) other _____ (Please specify)	1	2	3	4	5	6	7

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18.(B) In what ways has the Board sought to assess and meet the needs of primary teachers?

_____

_____

_____

_____

19.(A) Please rate the degree of participation in Early Childhood Education (JK-3) the Board desires of each of the following groups:

	Pre-Kindergarten							Kindergarten							Grades 1, 2, and 3						
	None			Limited			Extensive	None			Limited			Extensive	None			Limited			Extensive
a) Parents	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b) Senior citizens	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c) Community residents with special skills	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d) Community service organizations . .	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e) Teacher trainees	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f) Older children	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
g) Other _____ (Please specify)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7

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19.(B) Beyond the regular school program, how (in what ways and by what means) is the Board responsive to the community?

_____

_____

_____

_____

_____

20. We extend our sincere thanks to you for having taken the time and effort to provide us with the requested information. As we may wish to contact you for additional information or clarification about Early Childhood Education programs, we would appreciate the following information:

NAME: _____ ADDRESS: _____

_____

POSITION TITLE: _____ TELEPHONE: ( ) _____
Area Code

Section 2

The original questionnaire sent to boards was modified to provide a format for a comprehensive summary of the descriptive statistics for each item. That summary of board questionnaire data is presented here.

The Formative Years states that "it is the responsibility of local school boards through their supervisory officials to formulate local programs that are within the rationale of the provincial policy." *Education in the Primary and Junior Division* (EPJD) "indicates how the program expectations set out in *The Formative Years* may be achieved in an integrated and child-centered framework." In many Boards the response to that challenge has been the development of core curriculum documents.

1.(A) How well is your core curriculum developed in the following areas:	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
a) Language Arts	3.075	2.487	53	4.880	2.149	83	5.230	2.010	87
b) Mathematics	3.491	2.650	53	5.432	2.061	81	5.640	1.827	86
c) Environmental Studies	2.630	2.131	54	4.346	2.357	78	4.714	2.204	84
d) Music	2.745	2.424	51	4.519	2.586	79	5.048	2.354	84
e) Art	2.365	2.133	52	3.948	2.580	77	4.410	2.494	83
f) Drama	1.939	1.613	49	2.972	2.283	72	3.101	2.318	79
g) Physical Education	2.891	2.347	55	4.488	2.408	80	4.826	2.322	86
h) Religion	2.686	2.518	51	3.216	2.746	74	3.354	2.792	79
i) Health	2.780	2.324	50	4.297	2.397	74	4.738	2.359	80
j) Family Life/Sex Education	2.686	2.396	51	3.882	2.648	76	4.423	2.606	78
k) Morals and Values	2.680	2.386	40	3.480	2.601	75	3.861	2.610	79
l) Canadian Studies	2.082	1.681	49	3.056	2.257	72	3.797	2.355	79

1.(B) The core curriculum documents are used as:
(Please check (✓) the relevant statement(s).)

	Number of Responses per Category
a) a list of minimum competencies requisite to each level	38
b) a framework around which teachers develop specific units	72
c) instructional units of detailed activities to be taught	31
d) other _____ (Please specify)	7

1.(C) What was the extent of involvement of the following groups in formulating the core curriculum?

	Mean	Std Dev	Valid Obs
a) Committee (Consultant, Principals, Teachers)	6.494	1.238	87
b) Consultant Services	4.872	2.170	78
c) Supervisory Officer	4.682	2.094	85

1.(D) If Consultant Services were used, please indicate for what grade(s) the consultant is responsible?

	No. of Responses for each Area		No. of Responses for each Area
JK - K	10	4 - 6	9
K - 3	26	4 - 8	6
K - 6	21	7 - 10	4
K - 8	18	9 - 13	4
K - 10	13	Other	15

2.(A) *The Formative Years* and *Education in the Primary and Junior Division* are guides to the basic educational objectives of the Primary Division (grades 1, 2, and 3). Are similar educational documents desired for JK and K (3 to 5 year olds)?

Pre Kindergaten			Kindergarten		
Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
4.424	2.723	66	5.524	2.263	84

2.(B) Would the Board seek change in the EPJD document in the nature of more or less specific direction?

		Mean	Std Dev	Valid Obs
Communication:	Pre-School Development	5.181	1.475	83
	Listening	4.172	1.383	87
	Speaking	5.218	1.393	87
	Reading	5.023	1.329	87
	Writing	5.047	1.328	86
	Resources	5.105	1.423	86
	Handwriting	4.942	1.392	86
	Learning a Second Language	5.140	1.407	86
Mathematics:	Math and Language	5.103	1.463	87
	Math and Representation	5.034	1.442	87
	Math and Notation	4.977	1.430	87
	Math and Computation	4.989	1.426	87
	Measurement	5.023	1.430	87
	Metrication	4.966	1.450	87
	Geometry	5.115	1.474	87
The Arts:	Drama	5.153	1.443	85
	Music	5.174	1.424	86
	Physical Education	5.174	1.424	86
	Visual Arts	5.119	1.383	87
Environmental Studies:	Health	5.126	1.437	87
	Outdoor Activities	5.092	1.411	87
	Other _____ (Please Specify)	5.344	1.537	32

3. Are there specific areas for which the Board would wish to see guidelines formulated?

	No. of Responses for Each Area
a) Morals and Values Education	47
b) Canadian Studies	56
c) Family Life/Sex Education	46
d) Ethnic Studies	26
e) The JK Program	44
f) Other _____ (Please specify) . .	12

"The individual child in the classroom is the ultimate reason for the existence of our schools" (*The Formative Years*). The awareness of what each child needs, of how he or she learns, shapes the learning environment provided by School Boards. In many areas special accommodations have been made for children in Kindergarten and the primary grades. As some Boards offer a Junior Kindergarten program and younger children are part of the school setting, the needs of children aged three to eight must be given special thought.

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4. Please rate the importance of the following goals for a young child:

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
a) The learning of social skills, to learn to relate to others	6.556	1.099	72	6.596	0.794	89	6.389	0.920	90
b) The learning of skills that prepare for formal learning in school	3.611	2.073	72	5.011	1.732	88	6.044	1.280	90
c) The exploration of his own interests and creativity	6.535	1.012	71	6.448	0.859	87	6.315	0.961	89
d) The development of a good image of himself as a person and learner . . .	6.814	1.011	70	6.931	0.397	87	6.966	0.236	89

			Mean	Std Dev	Valid Obs
5.	How well has your Board met the special needs of young children in the following areas?				
Facilities:	a)	primary playground	4.391	1.573	87
	b)	playground equipment	4.483	1.470	87
	c)	junior washrooms	4.570	1.499	86
	d)	lunchroom	3.098	1.675	82
	e)	lunchroom furniture	3.012	1.677	81
Personnel:	a)	adult-child ratio	5.045	1.405	88
	b)	speech therapists	3.640	2.238	86
	c)	remedial teachers	4.821	1.811	84
Care Services:	a)	day care within school	2.079	1.579	63
	b)	bus transportation	5.762	1.609	80
	c)	lunch program	3.726	1.797	73
	d)	early identification and screening programs	4.179	1.922	67
	e)	What other provisions have been made by your Board for young children?			

6. If priority and funding were given to the special needs of young children aged three to eight, please rate the importance of the following factors in your view of Early Childhood Education.

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
Facilities:									
a) bright surroundings	6.296	1.200	71	6.242	1.119	91	6.211	1.156	90
b) primary playground	6.113	1.128	71	6.000	1.098	89	5.852	1.264	88
c) playground equipment	6.203	0.948	69	6.146	0.960	89	6.057	1.021	88
d) gymnasium	5.500	1.717	70	5.787	1.465	89	5.900	1.407	90
e) junior washrooms	4.729	1.777	70	4.573	1.685	89	4.091	1.823	88
f) lunchroom	3.696	1.873	69	3.776	1.880	85	4.036	1.793	84
g) lunchroom furniture	3.609	2.038	69	3.624	1.988	85	3.855	1.881	83
h) other _____ (Please specify)	6.714	0.756	7	6.083	1.881	12	6.364	1.804	11
Improved Services:									
a) the availability of JK	4.944	2.329	71	4.660	2.478	47	4.325	2.625	40
b) the second language alternative	3.712	2.066	66	4.256	1.930	82	4.434	1.970	83
c) multi-age groups	3.629	1.866	62	3.850	1.897	80	3.881	1.904	84
d) the availability of a Resource Centre	5.191	1.747	68	5.508	1.638	85	5.919	1.399	86
e) identification and screening programs	5.643	1.786	70	5.809	1.691	89	5.687	1.766	83
f) remedial help	4.824	2.343	68	5.198	2.045	86	5.919	1.632	86
g) bus transportation	4.896	2.284	67	5.098	2.100	82	5.049	2.119	82
h) supervised lunch facilities	4.375	2.200	64	4.760	2.078	75	5.304	1.828	79
i) day care within school before 9 a.m., after 4 p.m.	2.908	2.082	65	2.901	2.119	81	2.756	2.028	82
j) supervised play activity	5.552	1.752	67	5.512	1.680	82	5.488	1.632	84
k) other _____ (Please specify)	7.000	0.000	8	7.000	0.000	11	6.700	0.675	10

6. Cont. If priority and funding were given to the special needs of young children aged three to eight, please rate the importance of the following factors in your view of Early Childhood Education

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
Personnel:									
a) adult-child ratio	6.043	1.517	70	6.101	1.349	89	5.857	1.539	91
b) male teacher	3.829	1.880	70	3.932	1.837	88	4.303	1.728	89
c) female teacher	4.929	1.772	70	4.862	1.665	87	4.500	1.561	88
d) speech therapist	4.886	1.923	70	4.567	1.795	90	5.516	1.669	91
e) remedial teacher	3.714	2.403	70	4.067	2.255	89	5.614	1.622	88
f) lunchroom attendants	3.841	2.164	63	3.747	2.127	79	4.085	2.007	82
g) volunteer help	5.328	1.727	67	5.506	1.616	85	5.322	1.702	87
h) other _____ (Please specify)	6.625	0.744	8	6.727	0.647	11	6.455	0.820	11

7.(A) How much funding (beyond the regular financial allotment) of special programs has your Board endorsed in the following areas?

	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Ssd Dev	Valid Obs
Language Arts	2.917	2.181	48	3.200	2.013	75	3.368	2.065	76
French	2.681	2.295	47	3.162	2.203	68	3.726	2.200	73
Math	2.939	2.106	49	3.240	1.958	75	3.425	1.967	80
Physical Education	3.122	2.242	49	3.213	2.075	75	3.367	2.113	79
Music	2.979	2.226	48	3.197	2.109	71	3.355	2.096	76
Environmental Studies	2.478	1.941	46	2.736	1.891	72	3.013	1.950	77
Visual Arts	2.480	1.876	50	2.853	1.821	75	3.051	1.886	78
Drama	2.234	1.747	47	2.361	1.647	72	2.581	1.813	74
Sex Education/Family Life	2.574	2.194	47	2.667	1.972	72	2.880	2.053	75
Health	2.383	1.871	47	2.616	1.838	73	2.753	1.891	73
Library Resources	3.468	2.292	47	3.753	2.146	73	3.934	2.112	76

7.(B) Does your Board provide individual teachers with funds for purchasing concrete materials for their classroom?

	Mean	Std Dev	Valid Obs
Annual.....	2.500	0.718	32
Monthly.....	1.714	0.756	7
Other_____	1.800	0.941	15

Please Specify

7.(C) How much special support has your Board provided for Special Education services?

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
Remedial Language	2.731	2.097	52	3.630	1.990	81	5.114	1.745	88
Remedial Math	1.750	1.361	48	2.800	1.701	75	4.341	1.919	82
Other _____ (Please specify)	2.909	2.706	22	2.905	2.567	21	4.111	2.720	18
Classes for:									
Emotionally Disturbed	1.692	1.603	52	2.208	1.853	72	2.352	2.256	79
Slow Learners	1.980	1.827	51	2.608	2.012	74	4.464	2.097	84
Children with Hearing Loss	2.885	2.564	52	3.274	2.445	73	3.713	2.350	80
Children Partially Sighted	1.878	1.752	49	2.563	2.048	71	2.921	2.238	76
Perceptually Handicapped	1.787	1.805	47	2.559	2.018	68	3.868	2.241	76
Physically Handicapped	2.245	2.185	49	2.800	2.211	70	3.368	2.337	76
Consultants	2.957	2.394	46	3.794	2.250	68	4.213	2.226	75
Other _____ (Please specify)	2.444	2.202	18	3.368	2.521	19	4.167	2.640	18

8.(A) Please indicate with what frequency the following approaches to Reading are used in your Board?

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
a) an Individualized program	2.563	2.113	48	4.013	2.083	75	3.943	1.481	88
b) a basal Reader program	1.702	1.743	47	2.446	1.929	65	5.900	1.374	90
c) a Language Experience program	2.894	2.179	45	4.797	1.951	79	4.872	1.501	86
d) Other _____ (Please specify) . . .	1.917	1.881	12	3.500	2.204	8	4.857	1.952	7

	Mean	Std Dev	Valid Obs
8.(B) The Board recommends the beginning of a Reading Readiness program in:	2.000	0.479	88
8.(C) The Board recommends the beginning of an informal Reading program in:	2.191	0.581	89
8.(D) The Board recommends the start of a formal Reading program in:	2.967	0.507	90

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	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
9.(A) To what extent are French language programs offered by your Board?	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
Immersion	1.542	1.650	48	2.200	2.093	65	2.015	2.011	66
50% of a day	1.128	0.801	39	1.189	0.833	53	1.204	0.833	54
25% of a day	1.000	0.000	39	1.000	0.000	52	1.000	0.000	53
Less than 25%	1.429	1.369	49	2.288	2.312	73	3.370	2.653	81
9.(B) If the opportunity arises, to what degree would you extend the French programs?									
Immersion	1.429	1.065	35	2.302	1.771	53	2.250	1.729	56
50% of a day	1.688	1.874	32	1.896	1.981	48	2.000	1.917	50
25% of a day	1.500	1.503	32	1.500	1.426	46	1.827	1.677	52
Less than 25%	2.825	2.500	40	3.295	2.578	61	3.710	2.539	69
9.(C) Would you provide unilingual education when a group of parents exercise that preference for their children?									
Unilingual French	3.864	2.569	59	4.443	2.520	79	4.475	2.506	80
Unilingual English	4.509	2.659	55	5.257	2.258	74	5.156	2.385	77

9.(D) What accommodations are made to ease the adjustment of non-English speaking children into the school system? (Please specify):

_____

_____

_____

9.(E) Does the Board have	Mean	Std Dev	Valid Obs
a) a Heritage Language Program	1.652	0.479	89
b) Cultural programs	1.506	0.503	85

10.(A) In response to the young child's needs for physical activity, the Board provides:

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
a) playground apparatus	3.963	2.009	54	4.787	1.386	89	4.857	1.403	91
b) classroom equipment	4.685	2.222	54	5.506	1.293	87	4.844	1.735	90
c) gymnasiums	4.528	2.383	53	5.818	1.237	88	5.648	1.629	91
d) other space (church hall, basement)	2.638	2.230	47	2.716	2.024	74	2.808	2.077	78
e) Physical Education consultant	2.600	2.129	50	3.146	2.455	82	3.271	2.499	85
f) Physical Education itinerant teachers	1.902	1.857	51	1.817	1.715	82	1.774	1.674	84
g) Physical Education programs	4.000	2.401	52	5.105	1.947	86	5.090	1.917	89
h) Physical Education workshops	3.519	2.372	52	4.325	2.019	83	4.253	2.064	87

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10.(B) What is the Board's policy on time alloted per week for Physical Education? (Please check the appropriate box(es)

	Pre-Kindergarten	Kindergarten	Grades 1,2,3.
	No. of Responses	No. of Responses	No. of Responses
a) 15 minutes X 2	3	4	2
b) 30 minutes X 2	4	16	50
c) 15 minutes X 5	15	36	11
d) 30 minutes X 5	13	14	10
e) Other _____ (Please specify)	7	12	16

11. What is the Board policy for communicating the child's progress to the home?

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
a) Term Report Card									
- graded	1.880	0.332	25	1.846	0.364	52	1.470	0.503	66
- anecdotal	1.282	0.456	39	1.036	0.188	83	1.037	0.191	80
- check list	1.500	0.509	28	1.273	0.449	66	1.265	0.444	68
b) Term Parent Interview	1.098	0.300	41	1.025	0.157	80	1.036	0.188	83
c) Term Report Card and Interview	1.257	0.443	35	1.063	0.244	80	1.047	0.212	86
d) Grade Meetings	1.467	0.507	30	1.463	0.502	67	1.500	0.503	74
e) Cross-Grade Meetings	1.607	0.497	28	1.603	0.493	63	1.574	0.498	68
f) Parent Visits to Classroom	1.075	0.267	40	1.037	0.290	81	1.071	0.258	85
g) Open-Door Policy on Parent Visitations	1.135	0.347	37	1.200	0.403	80	1.200	0.402	85
h) Auditorium Programs									
- weekly	1.950	0.224	20	1.932	0.255	44	1.936	0.247	47
- monthly	1.905	0.301	21	1.720	0.454	50	1.736	0.445	53
- term	1.433	0.504	30	1.383	0.490	60	1.359	0.484	64
i) Regular Phone Calls	1.216	0.417	37	1.205	0.406	78	1.266	0.445	79
j) Home Visits	1.500	0.508	32	1.677	0.471	65	1.697	0.463	66
k) Other _____ (Please specify)	1.000	0.000	3	1.000	0.000	5	1.000	0.000	7

	Mean	Std Dev	Valid Obs
12.(A) Does the Board provide JK programs?	3.337	2.786	92
12.(B) The percentage of schools in the Board's jurisdiction having a JK program is:	2.465	1.472	71
under 10%			
11% to 49%			
50% to 74%			
75% to 100%			
12.(C) Establishment of JK programs has been limited because of:			
a) pressure from the community	1.600	1.190	25
b) financial constraints	4.457	2.527	46
c) declining enrolments	2.481	2.208	27
d) the availability of Nursery Schools	2.500	1.732	36
e) the availability of day care	1.912	1.311	34
f) the debatable value of a JK program	3.560	2.349	50
g) parental attitudes	2.629	2.001	35
12.(D) For a child to begin JK, the Board requires that he/she:	1.073	0.346	41

	Mean	Std Dev	Valid Obs
12.(E) To begin Kindergarten, the Board requires that a child be	1.170	0.592	88

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
13.(A) Should Boards provide before and after school programs for young children three to eight years?	2.242	1.977	66	2.511	2.084	88	2.824	2.168	91
13.(B) Before and after school programs should be provided in:									
a) special circumstances	3.241	2.138	58	3.645	2.070	76	3.867	1.905	83
b) all schools	1.955	1.829	44	2.000	1.777	58	2.238	1.907	63
13.(C) The before and after school programs should be in the form of									
a) day care	3.282	2.373	39	3.196	2.187	46	2.551	1.838	49
b) athletic activities	3.711	2.629	38	3.981	2.201	52	4.557	1.893	61
c) special interest clubs	3.263	2.544	38	3.804	2.191	51	4.700	1.880	60
d) enrichment activities	3.634	2.605	41	4.018	2.256	57	4.723	2.012	65
e) other _____ (Please specify) . .	2.375	2.560	8	2.100	2.331	10	2.818	2.639	11

14.(A) What is the distance factor required for a child to qualify for bus transportation?

	Pre-Kindergarten	Kindergarten	Grades 1, 2, and 3
	No. of Responses	No. of Responses	No. of Responses
a) under one mile	20	39	19
b) one mile and over	13	41	61

14.(B) Approximately how much time do children spend riding a school bus?

		Mean	Std Dev	Valid Obs
Pre-Kindergarten:	Average	2.406	0.911	32
	Maximum	3.300	1.022	30
Kindergarten:	Average	2.589	0.779	73
	Maximum	3.544	0.953	68
Grades 1, 2, 3:	Average	2.676	0.752	71
	Maximum	3.528	1.034	72

14.(C) The Board's policy on transportation provides service to and from school for children who attend

	Pre-Kindergarten	Kindergarten	Grades 1, 2, and 3
	No. of Responses	No. of Responses	No. of Responses
a) Half days	32	64	8
b) Full days	10	28	75
c) Alternate days	6	28	9
d) Special outings	19	59	60

15.(A) In selecting principals and supervisory officers, what emphasis or priority should be paid to the following criteria?

	Principals			Supervisory Officers		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
a) teaching experience with young children	5.292	1.383	89	4.847	1.476	85
b) knowledge of young children and child development	6.483	0.813	89	6.286	1.001	84
c) Ministry courses in primary methods, primary specialist, etc.	4.337	1.725	89	4.205	1.806	83
d) ability to relate well with children	6.678	0.615	90	6.094	1.221	85
e) ability to develop and implement instructional materials	5.989	1.192	89	5.881	1.302	84
f) ability to work well with parents and to use community resources	6.711	0.566	90	6.488	0.829	84
g) previous administrative ability	4.867	1.664	90	6.024	1.496	85
h) examination results (principal and supervisory officer certification)	4.449	1.919	89	4.976	1.975	82
i) attainment of advanced degrees	4.146	1.519	89	4.776	1.599	85
j) language competency in English and French	3.056	1.731	90	3.141	1.846	85
k) competency in language particular to the area	5.430	1.792	86	5.432	1.837	81
l) other _____ (Please specify)	6.400	0.986	15	6.500	0.941	14

15.(B) Does your Board have specific policy regarding the selection of principals and supervisory officers? If so, please attach a copy of the policy, or outline its intent below:

_____

_____

_____

_____

_____

16. Regarding the staffing of Kindergarten and (where applicable) Junior Kindergarten teachers, the Board policy should be to:

	Mean	Std Dev	Valid Obs
a) require a one-year apprentice training program	3.965	2.195	85
b) provide a one-year apprentice training program	3.566	2.176	83
c) NOT permit teachers outside of the Early Childhood Division (JK-3) to transfer to the early grades without:			
i) a one-year apprentice training program	3.436	2.166	78
ii) in-service courses	5.398	1.867	83
iii) additional certification	4.159	1.902	82
d) require experienced teachers in Early Childhood Education (JK-3) to continue their formal education	4.704	2.015	81
e) other _____ (Please specify)	5.083	2.353	12

17.(A) Please rate the importance of each of the following functions of the primary consultant or primary specialist in your Board:

	Mean	Std Dev	Valid Obs
a) Providing workshops	5.955	1.329	66
b) Holding periodic meetings with JK-3 teachers in			
i) each area	5.477	1.582	65
ii) each school	5.594	1.422	64
c) Visiting individual classrooms and consulting with the teacher	6.338	1.176	65
d) Organizing and operating an Early Childhood Teachers' Centre	4.083	1.925	60
e) Attending conferences	4.531	1.583	64
f) Other _____ (Please specify)	5.667	2.398	9
The Board does not have a primary consultant or primary specialist	No. of Responses		38

17.(B) In the absence of a primary consultant, what professional assistance and leadership is provided for teachers of young children?

17.(C) Who should provide professional assistance and leadership for teachers of young children (aged three to eight)?

17.(D) What incentive does the Board provide for teachers of young children to increase their professional competencies?

18.(A) In the area of professional development for teachers in Early Childhood Education (JK-3), Boards should provide funding for:

	Mean	Std Dev	Valid Obs
a) services of primary consultant(s)	5.640	1.735	86
b) regularly scheduled in-service programs	5.759	1.257	87
c) after-school workshops in selected curriculum areas	5.356	1.397	87
d) updating by means of study leave	4.082	1.713	85
e) other _____ (Please specify)	5.500	2.070	8

18.(B) In what ways has the Board sought to assess and meet the needs of primary teachers?

19.(A) Please rate the degree of participation in Early Childhood Education (JK-3) the Board desires of each of the following groups:

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
a) Parents	5.314	2.258	51	5.565	1.531	85	5.488	1.501	86
b) Senior citizens	3.313	2.135	48	3.506	1.769	83	3.560	1.731	84
c) Community residents with special skills	4.320	2.084	50	4.976	1.558	85	5.058	1.521	86
d) Community service organizations . .	3.755	2.097	49	4.085	1.744	82	4.181	1.698	83
e) Teacher trainees	4.271	2.091	48	4.568	1.665	81	4.566	1.698	83
f) Older children	3.959	2.000	49	4.390	1.639	82	4.337	1.670	83
g) Other _____ (Please specify)	2.667	2.582	6	3.125	2.357	8	2.500	2.138	8

19.(B) Beyond the regular school program, how (in what ways and by what means) is the Board responsive to the community?

_____

_____

_____

_____

_____

20. We extend our sincere thanks to you for having taken the time and effort to provide us with the requested information. As we may wish to contact you for additional information or clarification about Early Childhood Education programs, we would appreciate the following information:

NAME: _____ ADDRESS: _____

_____

POSITION TITLE: _____ TELEPHONE: ( ) _____
Area Code

Appendix B

Teachers' Association Questionnaire
(modified to include descriptive statistics)

June 16, 1975.

The brochure *Parents and Teachers Working Together* states that "the purpose of our educational system is to provide every child with the opportunity to develop as completely as possible in the direction of his/her particular talents and needs". Educators at the Ministry of Education have formulated guidelines (*The Formative Years, Education in the Primary and Junior Division*) for curriculum development. Principals, consultants, supervisory officers and teachers have planned for the implementation of the curriculum at the local level. As a member of an educational association you have concerns and hopes for the education of our children in Ontario. "As a parent, as a taxpayer, you have both a right and a responsibility to share in the planning of your child's education". You have formed opinions and judgments on what is presently happening in our elementary schools. We want to gather those ideas as they refer specifically to the education of children ages three to eight years.

Please circle the appropriate responses and where not applicable indicate by NA.

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
1. (A) Are you satisfied with the content in the following subjects?									
a) Language Arts	4.750	2.173	20	5.313	1.512	32	5.324	1.430	34
b) Mathematics	4.706	2.257	17	5.387	1.585	31	5.618	1.371	34
c) Environmental Studies	4.222	2.016	18	5.000	1.195	29	4.697	1.489	33
d) Music	4.050	2.089	20	4.906	1.692	32	4.429	1.737	35
e) Art	4.300	2.155	20	4.938	1.664	32	4.600	1.666	35
f) Drama	3.350	2.231	20	3.938	1.966	32	3.229	1.750	35
g) Physical Education	4.300	1.922	20	4.613	1.626	31	4.800	1.368	35
h) Religion	3.375	2.094	16	3.500	1.667	28	4.200	1.901	30
i) Health	3.789	2.275	19	4.161	1.753	31	4.000	1.758	34
j) Family Life/Sex Education	2.889	2.111	18	3.593	1.886	27	3.500	1.943	30
k) Morals and Values	3.400	2.210	20	4.161	1.968	31	4.118	1.903	34
l) Canadian Studies	2.474	2.038	19	3.207	1.800	29	3.600	1.786	35

	Mean	Std Dev	Valid Obs
1. (B) To what extent should teachers participate in writing the core curriculum? . . .	6.410	1.117	39
1. (C) To what extent should parent groups participate in writing the core curriculum?	3.590	1.390	39
1. (D) What was the extent of your group's involvement?	4.429	2.441	35

2. (A) There are no Ministry guidelines for the following areas. For which of these areas would you wish to see guidelines developed? Please check.

	No. of Responses
a) Morals and Values Education	23
b) Canadian Studies	30
c) Family Life/Sex Education	20
d) Ethnic Studies	13
e) The JK Program	27
f) Other _____ (Please specify) ☐	4

2. (B) Who should have the greatest involvement in writing these guidelines? (Please specify)

_____

_____

2. (C) How should your organization be involved? (Please specify)

_____

_____

"The individual child in the classroom is the ultimate reason for the existence of our schools" (*The Formative Years*). The awareness of what each child needs, of how he or she learns, shapes the learning environment provided by School Boards. In many areas special accommodations have been made for children in Kindergarten and the primary grades. As some Boards offer a Junior Kindergarten program and younger children are part of the school setting, the needs of children aged three to eight must be given special thought.

3. Please rate the importance of the following goals for a young child:	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
a) The learning of social skills, to learn to relate to others	6.545	0.905	33	6.784	0.479	37	6.615	0.747	39
b) The learning of skills that prepare for formal learning in school . . .	3.968	2.213	31	5.270	1.539	37	6.333	0.955	39
c) The exploration of his own interests and creativity	6.406	1.012	32	6.568	0.765	37	6.513	0.942	39
d) The development of a good image of himself as a person and learner . .	6.688	0.821	32	6.784	0.584	37	6.872	0.522	39

4. Are the special needs of young children met in the following areas?			Mean	Std Dev	Valid Obs
Facilities:	a)	primary playground	3.421	2.062	38
	b)	playground equipment	3.447	2.127	38
	c)	junior washrooms	4.222	1.791	36
	d)	lunchroom	2.844	1.953	32
	e)	lunchroom furniture	2.938	2.124	32
Personnel:	a)	adult-child ratio	3.395	1.603	38
	b)	speech therapists	2.757	1.964	37
	c)	remedial teachers	3.417	1.991	36
Care Services:	a)	day care within school	1.821	1.634	28
	b)	bus transportation	5.278	1.560	36
	c)	lunch program	3.548	2.142	31
	d)	early identification and screening programs	3.789	2.069	38
	e)	What other provisions have been made for young children? (Please specify) _____	4.000	4.243	2

5. If priority and funding were given to the special needs of young children aged three to eight, please rate the importance of the following factors in your view of Early Childhood Education.

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
Facilities:									
a) bright surroundings	5.828	1.441	29	5.971	1.467	34	5.833	1.483	36
b) primary playground	6.300	1.022	30	6.353	0.884	34	6.028	1.183	36
c) playground equipment	6.600	0.770	30	6.559	0.660	34	6.278	0.914	36
d) gymnasium	6.067	1.112	30	6.176	0.999	34	6.389	0.838	36
e) junior washrooms	4.867	1.502	30	5.147	1.329	34	4.657	1.697	35
f) lunchroom	4.444	1.625	27	4.406	1.757	32	4.303	1.741	33
g) lunchroom furniture	4.321	1.701	28	4.281	1.888	32	4.206	1.789	34
h) other _____ (Please specify)	6.167	1.169	6	6.200	1.549	10	6.000	1.886	10
Improved Services:									
a) the availability of JK	5.667	1.981	27	4.765	2.251	17	4.400	2.414	15
b) the second language alternative	3.759	2.198	29	4.371	2.237	35	4.743	2.133	35
c) multi-age groups	3.250	1.818	28	3.419	1.747	31	3.594	1.811	32
d) the availability of a Resource Centre	5.600	1.673	30	5.939	1.499	33	6.514	0.837	37
e) identification and screening programs	6.207	1.264	29	6.235	1.017	34	6.108	1.370	37
f) remedial help	5.241	1.806	29	6.030	1.311	33	6.526	0.830	38
g) bus transportation	4.967	1.866	30	4.939	1.784	33	4.486	1.788	35
h) supervised lunch facilities	5.000	1.939	26	4.900	1.936	30	5.147	1.760	34
i) day care within school before 9 a.m., after 4 p.m.	3.577	2.023	26	3.429	1.913	28	3.107	1.792	28
j) supervised play activity	5.310	1.606	29	5.455	1.622	33	5.351	1.567	37
k) other _____ (Please specify)	7.000	0.000	2	7.000		1			

5. (Cont.) If priority and funding were given to the special needs of young children aged three to eight, please rate the importance of the following factors in your view of Early Childhood Education.

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
Personnel:	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
a) adult-child ratio	6.500	0.938	30	6.485	0.906	33	6.457	0.980	35
b) male teacher	3.867	2.080	30	3.970	1.912	33	4.371	1.926	35
c) female teacher	5.323	1.851	31	4.971	1.817	34	5.250	1.811	36
d) speech therapist	5.548	1.690	31	5.735	1.563	34	5.806	1.191	36
e) remedial teacher	4.828	2.019	29	5.457	1.804	35	6.432	0.867	37
f) lunchroom attendants	3.852	2.196	27	4.100	2.123	30	4.697	1.794	33
g) volunteer help	5.400	1.653	30	5.273	1.464	33	5.194	1.470	36
h) other _____ (Please specify)	6.333	1.155	3	5.750	1.500	4	7.000		1

6. (A) In which areas have specially funded programs been provided?

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
a) Language Arts	2.167	1.757	18	2.476	1.800	21	3.000	2.106	24
b) French	2.800	2.546	20	4.920	2.448	25	5.107	2.266	28
c) Math	2.125	1.857	16	2.800	2.042	20	3.042	2.053	24
d) Physical Education	1.889	1.491	18	2.545	1.819	22	3.000	1.979	25
e) Music	1.611	1.145	18	2.591	1.943	22	2.480	1.782	25
f) Environmental Studies	1.706	1.312	17	2.429	1.690	21	2.652	1.613	23
g) Visual Arts	2.333	1.879	18	2.762	2.071	21	3.042	2.010	24
h) Drama	1.722	1.320	18	2.048	1.431	21	1.957	1.522	23
i) Sex Education/Family Life	1.412	1.228	17	2.000	1.673	21	2.083	1.886	24
j) Health	1.778	1.555	18	2.095	1.758	21	2.360	1.934	25
k) Library Resources	3.444	2.502	18	4.238	2.119	21	4.200	2.255	25

	Mean	Std Dev	Valid Obs
6. (B) How have these programs been funded?			
a) Board Financing	5.080	2.197	25
b) Fund Raising Campaign	1.700	1.780	20
c) Donations from the Business Community	1.150	0.671	20
d) Special Grants	5.000	1.799	22
e) Other _____ (Please specify)	2.000	1.732	3

6. (C) How has your organization been involved in obtaining the special funding? (Please specify)

_____

_____

6. (D) In these times of financial constraints, how could teachers' requests for supplementary materials and resources be met? Please check.	No. of Responses
a) Requests to Parents	13
b) Fund Raising Campaign	13
c) Business Support	7
d) Special Grants	27
e) Board Financing	26
f) Other _____ (Please specify)	3

	Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
6. (E) How satisfied are you with the provision of Special Education services in the following areas?						
Remedial Language	3.034	1.679	29	3.758	1.786	33
Remedial Math	2.786	1.641	28	3.273	2.004	33
Classes for:						
a) Emotionally Disturbed	2.185	1.618	27	2.258	1.653	31
b) Slow Learners						
c) Children with Hearing Loss	2.000	1.840	27	2.677	2.151	31
d) Children Partially Sighted	1.889	1.783	27	2.172	1.872	29
e) Perceptually Handicapped	2.143	1.737	28	2.484	1.749	31
f) Physically Handicapped	2.593	2.080	27	2.733	2.033	30
g) Consultants	3.148	2.196	27	3.194	2.072	31
h) Other _____ (Please specify)	1.000		1	1.000		2

	Mean	Std Dev	Valid Obs
7. (A) How well do you think children at the grade 1, 2 and 3 levels read today?	4.385	1.532	39

	Mean	Std Dev	Valid Obs
7. (B) How satisfied are you with the educational system in this province?	4.615	1.330	39

	Mean	Std Dev	Valid Obs
7. (C) Can the young child's needs be better met in a system other than the grade system (one grade - one year)?	5.432	1.676	37

7. (D) What alternative system to the grade system do you think has value for the development of the young child? (Please specify)

7. (E) What criteria are most frequently used in judging the quality of education in a school? (Please specify)

	Mean	Std Dev	Valid Obs
8. (A) French programs in Ontario are offered in various format. French instruction meets the needs of:			
a) the country	3.919	2.564	37
b) the local community	4.189	2.537	37
c) children	4.378	2.215	37

8. (B) If the opportunity arises, would you extend French instruction?

9. (A) How well are the young child's physical needs met by the school's Physical Education program? . .

Mean	Std Dev	Valid Obs
4.184	1.522	38

9. (B) To what extent should the school co-ordinate its physical education program with other community organizations? . . . . . .

Mean	Std Dev	Valid Obs
4.676	1.473	37

10. (A) How effective are the schools in communicating the child's progress to the home? . . . . . .

Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
5.263	1.881	19	5.286	1.405	35	5.243	1.342	37

10. (B) How could home/school communications be improved?

Please be specific.

Information about three year olds in Ontario indicates that as of June, 1976, 34.9% were registered in a school program; 34.8% were accommodated in private Nursery Schools and 2.6% received a subsidy for private home care. This means that 72.3% of the children in Ontario came under some government jurisdiction at a very early age. The demands for child care are increasing as more women enter the labour market. How can we best provide for the full development of 3, 4 and 5 year olds?

Please rate the following systems according to their value importance to Early Childhood Education.

		HALF DAY			FULL DAY		
		Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
11. (A)	For Children Three and Four						
	a) Day Care	4.517	1.745	29	3.520	1.917	25
	b) Home Environment	6.469	1.016	32	6.250	1.164	32
	c) Nursery School	4.000	1.515	28	3.571	2.201	28
	d) Pre-Kindergarten	4.818	1.845	33	3.346	2.097	26
(B)	For Children Four and Five						
	a) Day Care	4.231	1.632	26	4.000	2.070	29
	b) Home Environment	6.172	1.256	29	5.688	1.512	32
	c) Nursery School	4.393	1.853	28	4.067	2.050	30
	d) Kindergarten	6.030	1.311	33	4.633	2.125	30

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
12. (A) Should schools provide before and after school programs for young children three to eight years?	2.469	2.032	32	2.500	1.993	36	3.351	2.251	37
12. (B) Before and after school programs should be provided in:									
a) special circumstances	3.567	2.046	30	3.727	1.825	33	4.059	1.757	34
b) all schools	2.481	2.155	27	2.607	2.132	28	3.355	2.332	31
12. (C) The before and after school programs should be in the form of:									
a) day care	3.000	2.247	22	2.833	2.120	24	2.652	1.945	23
b) athletic activities	4.154	2.053	26	4.111	1.968	27	4.967	1.732	30
c) special interest clubs	3.182	2.302	22	3.808	2.040	26	4.667	1.776	27
d) enrichment activities	3.846	2.222	26	4.379	2.043	29	5.031	1.694	32
e) other _____ (Please specify)	2.200	2.683	5	3.000	3.464	3	4.000	3.000	3

12. (D) Who should support these programs?	No. of Responses
Parents whose children are using them	26
All parents in the community	9
The Ministry of Education	19

13. (A) In selecting a principal, what emphasis or priority should be paid to the following criteria?

	Mean	Std Dev	Valid Obs
a) teaching experience with young children	5.684	1.416	38
b) knowledge of young children and child development	6.667	0.701	39
c) Ministry courses in primary methods, primary specialist, etc.	5.263	1.329	38
d) ability to relate well with children	6.892	0.393	37
e) ability to develop and implement instructional materials	6.053	1.138	38
f) ability to work well with parents and to use community resources	6.538	0.790	39
g) previous administrative ability	4.308	1.524	39
h) examination results (principal and supervisory officer certification)	3.486	1.865	37
i) attainment of advanced degrees	3.297	1.431	37
j) language competency in English and French	4.051	1.905	39
k) competency in language unique to the area	5.026	1.747	38
l) other _____ (Please specify)	7.000		2

13. (B) How can parent groups effectively participate in providing strong principals, teachers and other personnel in the schools? Please be specific.

	Mean	Std Dev	Valid Obs
14. (A) To what degree is transportation a factor in:			
a) the attendance of children in Pre-Kindergarten	4.343	2.014	35
b) the attendance of children in Kindergarten .	3.838	2.075	37
c) the enrollment in French Programs	3.031	2.321	32

14. (B) Please make any suggestions for improving transportation for children in the Early Childhood area?

15. (A) Many parents and special groups have taken an active role in working with educators to mould a strong educational environment for children. Parents themselves, seek to keep pace with new approaches to curriculum and new developments in Early Childhood Education.

Please rate the importance of each of the following functions for parents of young children.	Mean	Std Dev	Valid Obs
a) Attending Parent Education Programs	5.553	1.370	38
b) Attending periodic meetings with Pre-K to Grade 3 teachers	5.868	1.212	38
c) Reading books, pamphlets, magazines on Parenting and Child Development	5.237	1.384	38
d) Volunteering at the school	5.763	1.384	38
e) Organizing special outings for school children	4.784	1.635	37
f) Attending Professional Activity Days	5.132	1.580	38
g) Participating in meetings with specialists for children with special needs	5.684	1.416	38
h) Other _____ (Please specify)	6.750	0.500	4

15. (B) Are you aware of any Parent Education Programs in the schools?

Please specify, _____

_____

15. (C) How extensive has your group's involvement been with:

	Mean	Std Dev	Valid Obs
a) the Ministry of Education	3.655	2.058	29
b) the school board	5.533	1.634	30
c) the school staff	5.933	1.530	30
d) other groups _____ (Please specify)	4.727	2.573	11

15. (D) What specific role does your organization play in the education of young children?

_____

_____

_____

15. (E) Who should provide professional assistance and leadership for teachers of young children (ages three to eight)?

_____

_____

_____

16. (A) From this list, select the five most valuable qualities for a teacher of young children.

	No. of Responses
a) sensitive to childrens' feelings	28
b) exercises control	4
c) has humour and imagination	20
d) perceptive of individual differences among children and able to build on them	34
e) committed to the child's well being	19
f) orderly and consistent with rules	13
g) communicates well with parents and able them improve their child-rearing skills	12
h) communicates with and understands the meanings of children	19
i) works well with other staff members	2
j) knowledge of young children and child development	29
k) skilled in teaching methods	16

	Mean	Std Dev	Valid Obs
16. (B) What is your assessment of discipline in schools in terms of the following factors:			
a) order and structure	4.595	1.536	37
b) student responsibility	4.395	1.764	38
c) respect for others	4.605	1.717	38
d) punishment	3.400	1.818	35
e) other _____ (Please specify)	7.000		2
16. (C) Rate the effectiveness of the following modes of discipline:			
a) isolating children from class	2.861	1.854	36
b) use of the strap and spanking	2.676	1.811	37
c) removal of priveleges	4.676	1.916	37
d) discussion of consequences of action to the individuals involved	5.342	1.615	38
e) class discussion	4.595	1.674	37
f) parent interview	5.436	1.231	39
g) other _____ (Please specify)	5.500	3.000	4

	Mean	Std Dev	Valid Obs
16. (D) Please rate the importance of the following personnel in establishing the quality of discipline in schools:			
a) the principal	6.184	1.373	38
b) the teacher	6.590	0.715	39
c) the parents	5.514	1.387	37
d) other children	4.730	1.910	37
e) other _____ (Please specify)	4.000		1

16. (E) What changes would you recommend in current practice regarding discipline? (Please specify)

_____

17. (A) Rate the importance of the following professional development services for teachers of children, ages three to eight:

	Mean	Std Dev	Valid Obs
a) services of a primary consultant	5.132	1.905	38
b) Professional Activity Days	5.184	1.674	38
c) after-school workshops in selected curriculum areas	4.789	1.862	38
d) updating by means of study leave	4.949	1.863	39
e) attendance at conferences on Early Childhood Education	6.000	1.257	39
f) other _____ (Please specify)	5.000	2.646	3

17. (B) How many weeks of the summer months should teachers spend in updating their knowledge and skills of teaching?

Mean	Std Dev	Valid Obs
2.457	0.741	35

18. (A) Please rate the degree of participation in Early Childhood Education (JK-3) that each of the following groups should exercise:

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
a) parents	5.529	1.419	34	5.472	1.108	36	5.324	1.375	37
b) senior citizens	4.313	1.424	32	4.343	1.424	35	4.500	1.276	36
c) community residents with special skills	5.188	1.061	32	5.343	1.056	35	5.472	1.158	36
d) community service organizations	4.594	1.214	32	4.543	1.358	35	4.889	1.282	36
e) teacher trainees	5.576	1.393	33	5.600	1.333	35	5.639	1.334	36
f) older children	4.839	1.463	31	4.824	1.466	34	4.829	1.524	35
g) other _____ (Please specify)	6.500	0.707	2	6.000	1.000	3	5.667	1.155	3

18. (B) In what ways, could the school be more responsive to the needs of the community (inner city, single parents, etc.)?

_____

_____

_____

18. (C) The costs of providing quality education in Ontario continue to rise. Services such as transportation, school maintenance costs, the provision of up-to-date programs and personnel wage demands are only a few of the reasons. The picture of tax support is beginning to change as families grow up and young couples choose to have fewer children. In the view of Early Childhood Educators, priority in spending should ensure the best developmental environment for the young child.

a) In what ways could we reduce the cost of education? (Please specify)

_____

_____

b) Given that there is a redistribution of population, how should the financing of education be changed? (Please specify)

_____

_____

We extend our sincere thanks to you for having taken the time and effort to provide us with the requested information. As we may wish to contact you for additional information or clarification about Early Childhood Education programs, we would appreciate the following information:

NAME: _____ ADDRESS: _____

POSITION TITLE: _____ _____

TELEPHONE: ( ) _____
Area Code

Appendix C

Parents' Association Questionnaire
(modified to include descriptive statistics)

June 16, 1978.

The brochure *Parents and Teachers Working Together* states that "the purpose of our educational system is to provide every child with the opportunity to develop as completely as possible in the direction of his/her particular talents and needs". Educators at the Ministry of Education have formulated guidelines (*The Formative Years, Education in the Primary and Junior Division*) for curriculum development. Principals, consultants, supervisory officers and teachers have planned for the implementation of the curriculum at the local level. As a member of an educational association you have concerns and hopes for the education of our children in Ontario. "As a parent, as a taxpayer, you have both a right and a responsibility to share in the planning of your child's education". You have formed opinions and judgments on what is presently happening in our elementary schools. We want to gather those ideas as they refer specifically to the education of children ages three to eight years.

Please circle the appropriate responses and where not applicable indicate by NA.

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
1. (A) Are you satisfied with the content in the following subjects?									
a) Language Arts	4.000	1.414	2	4.333	1.155	3	3.750	0.957	4
b) Mathematics	4.000		1	4.667	0.577	2	4.250	0.957	4
c) Environmental Studies	5.500	0.707	2	5.000	1.732	3	5.500	0.577	4
d) Music	5.500	0.707	2	3.667	2.309	3	4.500	2.517	4
e) Art	5.000	1.414	2	4.667	1.155	3	4.750	1.258	4
f) Drama	3.500	0.707	2	5.000	1.414	2	4.000	1.414	4
g) Physical Education	5.500	0.707	2	4.333	1.155	3	4.000	1.826	4
h) Religion	3.000	1.414	2	5.000	1.414	2	3.667	2.517	3
i) Health	4.500	0.707	2	5.333	0.577	3	5.000	1.414	4
j) Family Life/Sex Education	5.000		1	5.500	0.707	2	4.250	2.062	4
k) Morals and Values	5.000	0.000	2	5.333	0.577	3	4.750	1.500	4
l) Canadian Studies	3.000		1	4.333	2.082	3	4.000	2.160	4

		Mean	Std Dev	Valid Obs
1. (B)	To what extent should teachers participate in writing the core curriculum? . . .	6.000	0.707	5
1. (C)	To what extent should parent groups participate in writing the core curriculum?	4.400	0.548	5
1. (D)	What was the extent of your group's involvement?	1.600	1.342	5

2. (A) There are no Ministry guidelines for the following areas. For which of these areas would you wish to see guidelines developed? Please check.

	# of Responses
a) Morals and Values Education	3
b) Canadian Studies	4
c) Family Life/Sex Education	2
d) Ethnic Studies	1
e) The JK Program	0
f) Other _____ (Please specify) ☐	0

2. (B) Who should have the greatest involvement in writing these guidelines? (Please specify)

_____

_____

2. (C) How should your organization be involved? (Please specify)

_____

_____

"The individual child in the classroom is the ultimate reason for the existence of our schools" (*The Formative Years*). The awareness of what each child needs, of how he or she learns, shapes the learning environment provided by School Boards. In many areas special accommodations have been made for children in Kindergarten and the primary grades. As some Boards offer a Junior Kindergarten program and younger children are part of the school setting, the needs of children aged three to eight must be given special thought.

3. Please rate the importance of the following goals for a young child:	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
a) The learning of social skills, to learn to relate to others	6.000	1.000	5	6.000	1.225	5	5.000	1.225	5
b) The learning of skills that prepare for formal learning in school . . .	3.800	2.387	5	5.800	1.304	5	6.200	1.095	5
c) The exploration of his own interests and creativity	6.200	1.095	5	5.800	1.095	5	4.800	1.643	5
d) The development of a good image of himself as a person and learner . .	6.600	0.894	5	6.400	1.342	5	6.600	0.894	5

4. Are the special needs of young children met in the following areas?			Mean	Std Dev	Valid Obs
Facilities:	a)	primary playground	3.750	1.893	4
	b)	playground equipment	2.600	1.817	5
	c)	junior washrooms	5.000	0.000	3
	d)	lunchroom	2.333	2.309	3
	e)	lunchroom furniture	2.333	2.309	3
Personnel:	a)	adult-child ratio	3.000	1.581	5
	b)	speech therapists	3.200	2.168	5
	c)	remedial teachers	3.500	1.915	4
Care Services:	a)	day care within school	2.333	2.309	3
	b)	bus transportation	2.500	1.915	4
	c)	lunch program	2.750	2.062	4
	d)	early identification and screening programs	2.600	1.817	5
	e)	What other provisions have been made for young children? (Please specify) _____			

5. If priority and funding were given to the special needs of young children aged three to eight, please rate the importance of the following factors in your view of Early Childhood Education.

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
Facilities:									
a) bright surroundings	6.250	0.957	4	6.000	1.000	5	6.000	1.225	5
b) primary playground	6.000	1.155	4	5.500	1.291	4	3.500	1.732	4
c) playground equipment	5.500	1.915	4	5.200	1.643	5	4.400	1.140	5
d) gymnasium	4.500	1.732	4	4.600	2.302	5	5.200	1.789	5
e) junior washrooms	3.250	1.500	4	2.800	1.643	5	2.200	1.304	5
f) lunchroom	3.500	2.646	4	3.600	2.302	5	4.000	2.449	5
g) lunchroom furniture	2.000	1.414	4	2.400	1.517	5	2.400	1.517	5
h) other _____ (Please specify)	7.000		1	7.000		1	7.000		1
Improved Services:									
a) the availability of JK	2.000	1.732	3	2.500	2.121	2	4.000		1
b) the second language alternative	3.000	3.464	3	4.000	3.000	3	5.000	1.732	3
c) multi-age groups	5.000	1.732	3	3.000	1.732	3	2.667	1.528	3
d) the availability of a Resource Centre	3.500	1.732	4	4.600	0.548	5	5.600	1.342	5
e) identification and screening programs	5.800	1.643	5	5.800	1.789	5	5.800	1.789	5
f) remedial help	5.750	1.500	4	6.200	1.095	5	6.400	0.894	5
g) bus transportation	4.000	1.732	3	4.750	2.217	4	5.000	2.449	4
h) supervised lunch facilities	3.500	3.000	4	4.250	2.217	4	4.600	2.302	5
i) day care within school before 9 a.m., after 4 p.m.	2.750	2.062	4	3.750	1.893	4	3.250	2.062	4
j) supervised play activity	5.400	2.074	5	5.200	1.924	5	4.600	1.817	5
k) other _____ (Please specify)									

5. (Cont.) If priority and funding were given to the special needs of young children aged three to eight, please rate the importance of the following factors in your view of Early Childhood Education.

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
Personnel:	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
a) adult-child ratio	6.250	1.500	4	6.000	1.414	5	6.200	1.095	5
b) male teacher	5.000	2.828	4	4.600	2.608	5	5.200	1.789	5
c) female teacher	6.250	1.500	4	5.800	1.643	5	5.400	1.517	5
d) speech therapist	4.500	2.517	4	5.000	1.581	5	5.600	1.342	5
e) remedial teacher	6.000	1.414	4	6.000	1.414	5	6.400	0.894	5
f) lunchroom attendants	4.667	3.215	3	4.250	2.500	4	4.400	2.608	5
g) volunteer help	6.500	1.000	4	5.200	2.683	5	4.800	3.033	5
h) other _____ (Please specify)	7.000		1	7.000		1	7.000		1

6. (A) In which areas have specially funded programs been provided?

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
a) Language Arts	1.000		1	5.000	1.732	3	5.000	1.732	3
b) French	1.000		1	2.500	1.732	4	1.000		1
c) Math	1.000		1	4.333	1.528	3	4.333	1.528	3
d) Physical Education	1.000		1	3.333	1.528	3	3.333	0.577	3
e) Music	1.000		1	2.667	2.082	3	3.000	1.826	4
f) Environmental Studies	1.000		1	3.667	2.309	3	3.667	2.309	3
g) Visual Arts	1.000		1	2.333	2.309	3	2.750	2.062	4
h) Drama	1.000		1	3.667	2.309	3	2.000	1.732	3
i) Sex Education/Family Life	1.000		1	4.667	0.577	3	4.667	0.577	3
j) Health	1.000		1	4.500	0.707	2	4.667	0.577	3
k) Library Resources	1.000		1	4.000	1.732	3	4.000	1.414	4

Mean	Std Dev	Valid Obs
5.000	0.816	4
1.000	0.000	2
1.000	0.000	2
5.333	1.155	3

6. (B) How have these programs been funded?

a) Board Financing . . . . . .

b) Fund Raising Campaign . . . . . .

c) Donations from the Business Community . . . . . .

d) Special Grants . . . . . .

e) Other _____ . .
(Please specify)

6. (C) How has your organization been involved in obtaining the special funding? (Please specify)

_____

_____

No. of Responses
3
0
1
2
2
1

6. (D) In these times of financial constraints, how could teachers' requests for supplementary materials and resources be met?
Please check.

a) Requests to Parents . . . . . .

b) Fund Raising Campaign . . . . . .

c) Business Support . . . . . .

d) Special Grants . . . . . .

e) Board Financing . . . . . .

f) Other _____
(Please specify)

	Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
6. (E) How satisfied are you with the provision of Special Education services in the following areas?						
Remedial Language	3.500	1.732	4	3.000	1.871	5
Remedial Math	3.500	1.732	4	2.800	1.789	5
Classes for:						
a) Emotionally Disturbed	3.667	2.309	3	3.667	2.309	3
b) Slow Learners						
c) Children with Hearing Loss	3.667	1.528	3	4.667	2.517	3
d) Children Partially Sighted	3.667	1.528	3	3.667	1.528	3
e) Perceptually Handicapped	3.667	1.528	3	3.333	1.155	3
f) Physically Handicapped	3.667	0.577	3	3.667	0.577	3
g) Consultants	2.500	1.732	4	2.750	1.500	4
h) Other _____ (Please specify)	2.000		1	2.000		1

	Mean	Std Dev	Valid Obs
7. (A) How well do you think children at the grade 1, 2 and 3 levels read today?	3.000	0.000	4

	Mean	Std Dev	Valid Obs
7. (B) How satisfied are you with the educational system in this province?	3.000	1.000	5

Mean	Std Dev	Valid Obs
3.800	1.483	5

7. (C) Can the young child's needs be better met in a system other than the grade system (one grade - one year)?

7. (D) What alternative system to the grade system do you think has value for the development of the young child? (Please specify)

_____

_____

_____

7. (E) What criteria are most frequently used in judging the quality of education in a school? (Please specify)

_____

_____

_____

	Mean	Std Dev	Valid Obs
8. (A) French programs in Ontario are offered in various format. French instruction meets the needs of:			
a) the country	4.000	2.646	3
b) the local community	4.000	4.243	2
c) children	4.667	3.215	3

8. (B) If the opportunity arises, would you extend French instruction?

_____

_____

9. (A) How well are the young child's physical needs met by the school's Physical Education program? . .

Mean	Std Dev	Valid Obs
4.000	1.414	4

9. (B) To what extent should the school co-ordinate its physical education program with other community organizations? . . . . . .

Mean	Std Dev	Valid Obs
5.400	1.817	5

10. (A) How effective are the schools in communicating the child's progress to the home? . . . . . .

Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
3.000		1	4.400	0.894	5	4.800	1.643	5

10. (B) How could home/school communications be improved?
Please be specific.

Information about three year olds in Ontario indicates that as of June, 1976, 34.9% were registered in a school program; 34.8% were accommodated in private Nursery Schools and 2.6% received a subsidy for private home care. This means that 72.3% of the children in Ontario came under some government jurisdiction at a very early age. The demands for child care are increasing as more women enter the labour market. How can we best provide for the full development of 3, 4 and 5 year olds?

Please rate the following systems according to their value importance to Early Childhood Education.

	HALF DAY			FULL DAY		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
11. (A) For Children Three and Four						
a) Day Care	3.400	2.608	5	2.250	1.500	4
b) Home Environment	7.000	0.000	5	7.000	0.000	4
c) Nursery School	4.800	1.924	5	4.000	2.000	3
d) Pre-Kindergarten	4.200	2.950	5	3.000	2.449	4
(B) For Children Four and Five						
a) Day Care	3.250	2.872	4	3.600	2.608	5
b) Home Environment	7.000	0.000	3	7.000	0.000	5
c) Nursery School	4.000	2.000	3	4.500	2.646	4
d) Kindergarten	5.667	2.309	3	4.000	2,550	5

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
12. (A) Should schools provide before and after school programs for young children three to eight years?	1.600	1.342	5	1.800	1.789	5	4.400	3.130	5
12. (B) Before and after school programs should be provided in:									
a) special circumstances	3.000	1.871	5	2.800	1.643	5	3.750	2.062	4
b) all schools	2.500	1.732	4	2.500	1.732	4	4.200	2.049	5
12. (C) The before and after school programs should be in the form of:									
a) day care	3.000	1.826	4	3.000	1.826	4	2.500	1.291	4
b) athletic activities	4.000	2.646	3	4.000	2.646	3	5.250	2.217	4
c) special interest clubs	3.333	3.215	3	3.333	3.215	3	4.500	2.887	4
d) enrichment activities	5.000	3.464	3	5.000	3.464	3	6.250	1.500	4
e) other _____ (Please specify)									

12. (D) Who should support these programs?	Number of Responses
Parents whose children are using them	4
All parents in the community	0
The Ministry of Education	3

13. (A) In selecting a principal, what emphasis or priority should be paid to the following criteria?	Mean	Std Dev	Valid Obs
a) teaching experience with young children	6.400	1.342	5
b) knowledge of young children and child development	6.400	0.894	5
c) Ministry courses in primary methods, primary specialist, etc.	4.400	0.548	5
d) ability to relate well with children	6.000	1.225	5
e) ability to develop and implement instructional materials	4.800	1.643	5
f) ability to work well with parents and to use community resources	6.200	1.304	5
g) previous administrative ability	3.600	2.302	5
h) examination results (principal and supervisory officer certification)	3.600	2.191	5
i) attainment of advanced degrees	3.600	1.949	5
j) language competency in English and French	4.250	2.500	4
k) competency in language unique to the area	5.400	2.302	5
l) other _____ (Please specify)			

13. (B) How can parent groups effectively participate in providing strong principals, teachers and other personnel in the schools? Please be specific.

	Mean	Std Dev	Valid Obs
14. (A) To what degree is transportation a factor in:			
a) the attendance of children in Pre-Kindergarten	3.667	0.333	3
b) the attendance of children in Kindergarten .	2.750	1.708	4
c) the enrollment in French Programs	4.750	1.708	4

14. (B) Please make any suggestions for improving transportation for children in the Early Childhood area?

15. (A) Many parents and special groups have taken an active role in working with educators to mould a strong educational environment for children. Parents themselves, seek to keep pace with new approaches to curriculum and new developments in Early Childhood Education.

Please rate the importance of each of the following functions for parents of young children.	Mean	Std Dev	Valid Obs
a) Attending Parent Education Programs	6.200	1.304	5
b) Attending periodic meetings with Pre-K to Grade 3 teachers	6.000	1.414	5
c) Reading books, pamphlets, magazines on Parenting and Child Development	5.200	1.483	5
d) Volunteering at the school	5.400	0.894	5
e) Organizing special outings for school children	4.000	2.236	5
f) Attending Professional Activity Days	4.200	2.280	5
g) Participating in meetings with specialists for children with special needs	6.400	0.548	5
h) Other _____ (Please specify)	6.000		1

15. (B) Are you aware of any Parent Education Programs in the schools?

Please specify, _____

_____

15. (C) How extensive has your group's involvement been with:

	Mean	Std Dev	Valid Obs
a) the Ministry of Education	5.200	1.643	5
b) the school board	5.000	2.121	5
c) the school staff	4.800	1.095	5
d) other groups _____ (Please specify)	4.750	2.630	4

15. (D) What specific role does your organization play in the education of young children?

_____

_____

_____

15. (E) Who should provide professional assistance and leadership for teachers of young children (ages three to eight)?

_____

_____

_____

16. (A) From this list, select the five most valuable qualities for a teacher of young children.

	Number of Responses
a) sensitive to childrens' feelings	2
b) exercises control	2
c) has humour and imagination	1
d) perceptive of individual differences among children and able to build on them	4
e) committed to the child's well being	2
f) orderly and consistent with rules	2
g) communicates well with parents and able them improve their child-rearing skills	2
h) communicates with and understands the meanings of children	3
i) works well with other staff members	0
j) knowledge of young children and child development	4
k) skilled in teaching methods	3

	Mean	Std Dev	Valid Obs
16. (B) What is your assessment of discipline in schools in terms of the following factors:			
a) order and structure	3.600	1.517	5
b) student responsibility	4.200	0.837	5
c) respect for others	4.000	0.707	5
d) punishment	2.800	1.643	5
e) other _____ (Please specify)			0
16. (C) Rate the effectiveness of the following modes of discipline:			
a) isolating children from class	3.600	2.408	5
b) use of the strap and spanking	1.800	1.304	5
c) removal of priveleges	5.600	0.894	5
d) discussion of consequences of action to the individuals involved	5.400	1.342	5
e) class discussion	4.800	1.924	5
f) parent interview	5.600	1.673	5
g) other _____ (Please specify)	1.000		1

	Mean	Std Dev	Valid Obs
16. (D) Please rate the importance of the following personnel in establishing the quality of discipline in schools:			
a) the principal	6.000	1.414	5
b) the teacher	6.400	0.894	5
c) the parents	6.200	1.304	5
d) other children	4.400	1.517	5
e) other _____ (Please specify)	5.000		1

16. (E) What changes would you recommend in current practice regarding discipline? (Please specify)

_____

17. (A) Rate the importance of the following professional development services for teachers of children, ages three to eight:

	Mean	Std Dev	Valid Obs
a) services of a primary consultant	5.400	1.140	5
b) Professional Activity Days	5.400	1.140	5
c) after-school workshops in selected curriculum areas	6.200	0.837	5
d) updating by means of study leave	3.800	1.789	5
e) attendance at conferences on Early Childhood Education	4.400	2.302	5
f) other _____ (Please specify)			

17. (B) How many weeks of the summer months should teachers spend in updating their knowledge and skills of teaching?

Mean	Std Dev	Valid Obs
3.000	0.707	5

18. (A) Please rate the degree of participation in Early Childhood Education (JK-3) that each of the following groups should exercise:

	Pre-Kindergarten			Kindergarten			Grades 1, 2, and 3		
	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs	Mean	Std Dev	Valid Obs
a) parents	5.400	2.608	5	5.800	1.304	5	6.000	1.414	5
b) senior citizens	3.200	1.304	5	3.000	1.225	5	3.400	0.894	5
c) community residents with special skills	5.000	1.000	5	4.800	1.095	5	5.400	0.894	5
d) community service organizations	4.400	1.673	5	4.400	1.673	5	4.400	2.074	5
e) teacher trainees	4.600	1.517	5	5.000	1.225	5	4.600	1.517	5
f) older children	3.000	1.871	5	3.500	1.732	4	4.200	0.447	5
g) other _____ (Please specify)				1.000		1			

18. (B) In what ways, could the school be more responsive to the needs of the community (inner city, single parents, etc.)?

_____

_____

_____

18. (C) The costs of providing quality education in Ontario continue to rise. Services such as transportation, school maintenance costs, the provision of up-to-date programs and personnel wage demands are only a few of the reasons. The picture of tax support is beginning to change as families grow up and young couples choose to have fewer children. In the view of Early Childhood Educators, priority in spending should ensure the best developmental environment for the young child.

a) In what ways could we reduce the cost of education? (Please specify)

_____

_____

b) Given that there is a redistribution of population, how should the financing of education be changed? (Please specify)

_____

_____

We extend our sincere thanks to you for having taken the time and effort to provide us with the requested information. As we may wish to contact you for additional information or clarification about Early Childhood Education programs, we would appreciate the following information:

NAME: _____ ADDRESS: _____

POSITION TITLE: _____ _____

TELEPHONE: ( ) _____
Area Code